

National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools

Revised September 2022

PART 1

The Self-Study Process

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Please note that Part 1 of the Self-Study is NOT submitted to the Validation Team members, District Accreditation Commission, National Accreditation Commission, or the LCMS School Ministry Office.

Part 2 of the Self-Study is the “working document” and IS required to be submitted to the Validation Team members and the District Accreditation Commission.

National Lutheran School Accreditation (NLSA) grew out of a strong desire on the part of The Lutheran Church—Missouri Synod’s School Ministry to help Lutheran schools accomplish their stated mission and improve the quality of schools. Under the direction of Dr. Carl Moser, Standards for Lutheran schools were developed and a national system of accreditation for LCMS schools was established. NLSA became a process designed to help Lutheran schools improve based on compliance with national Standards and according to their own unique mission. In 1986, the accreditation process was proposed for adoption by the Synod’s Board for Parish Services, which responded to the project by authorizing and approving National Lutheran School Accreditation.

In August 1999, the National Accreditation Commission approved a new method of accreditation for schools entering their second and third phases of NLSA accreditation. The Ongoing Improvement Process required continued compliance with Standards and emphasized the school’s future through the development of a detailed School Improvement Plan (SIP). The SIP was established as a result of an extensive needs-assessment process which informed the goals and charted a course for intentional improvement for schools.

In 2003, NLSA took steps to better serve early childhood centers with accreditation. Working in cooperation with the LCMS Pacific Southwest District’s Early Childhood Commission, NLSA produced a relevant and challenging accreditation process designed specifically for early childhood programs. The new process included Standards for centers and schools serving young children from birth through second grade.

In 2011, NLSA underwent a significant rewriting and editing of the Standards and Self-Study process, leading to the development of the Evidence Based Accreditation (EBA) process. The eleven Standards were consolidated into seven. These revised Standards are reflective of state requirements related to teaching and learning and reflect technology integration in the learning environment. Each Standard area is composed of Required and General Indicators of Success. Schools prepare a thorough Self-Study and assign ratings to the indicators that reflect the practices occurring in their schools. These changes in the process challenge Lutheran schools to better meet the needs of the children they serve.

NLSA is a program of continuous improvement. Since 1986, the Standards and Self-Study processes have been reviewed on a regular basis. The adopted changes assure that NLSA continues to serve schools effectively by helping them improve.

MISSION, PURPOSE, VISION and VALUES

Mission

NLSA encourages and recognizes schools that provide quality, Christian education and engage in continuous improvement.

Purpose

- Help all Lutheran schools improve.
- Help all Lutheran schools evaluate themselves based on their unique purposes.
- Assure a level of quality for accredited Lutheran schools based on national standards.
- Give appropriate recognition to those schools that complete the process successfully.

Vision

The Great Commission of our Lord Jesus Christ, “Go and make disciples,” includes ministering to children. He also encourages, “Let the children come to Me.” Lutheran schools serve children and families by providing God-pleasing, quality learning experiences, adult-child relationships and nurturing environments.

National Lutheran School Accreditation (NLSA) provides a service that empowers schools to develop and improve high-quality, Christ-centered education through a voluntary process.

Values

- Lutheran Culture
- Educational Excellence
- Continuing Improvement
- Innovation

INTRODUCTION

Accreditation through NLSA is a whole-school evaluation and improvement process. All programs and levels of a school can be evaluated using the NLSA process. However, in some cases, schools of multiple levels may be better served by simultaneously using two or more separate NLSA processes. When this is deemed necessary by the school and approved by the District Accreditation Commission, schools may submit separate applications for different processes and complete them at the same time. Application forms are submitted together to the appropriate District office with a letter of explanation as to the combined nature of the application. Only one application fee is required when a single school chooses to use more than one process simultaneously.

The Standards are the foundation of NLSA and are based on three assumptions:

1. Lutheran school educators believe that a high-quality educational program is required of schools for them to be good stewards of the blessings given by Almighty God.
2. Lutheran school administrators willingly cooperate with governmental agencies unless such cooperation inhibits the free sharing of the Gospel.
3. Those who own and operate Lutheran schools strive to meet and, where possible, exceed all local, state, regional and federal guidelines for public schools.

The seven Accreditation Standards for Lutheran Schools are:

- I. **Purpose** — The school is purpose-driven.
- II. **Relationships** — The school demonstrates its Christian mission through relationships.
 - a. School and Congregation
 - b. School and Community
 - c. School Climate
- III. **Leadership** — The school is governed and administered following written policy.
 - a. Governance
 - b. Administration
- IV. **Professional Personnel** — A qualified and competent staff serves the school.
- V. **Teaching and Learning** — The school's Christ-centered curriculum, instructional design and assessment practices ensure teacher effectiveness and engaged student learning.
- VI. **Student Services** — The school plans for and provides resources and activities that extend beyond standard classroom instruction.
- VII. **Facilities** — Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

THE SELF-STUDY PROCESS

Faculty Involvement

Since faculty members have a unique perspective and a deep understanding of the school, they must be significantly involved with all aspects of the Self-Study process. They should be involved in the decision to become accredited, fully informed of the process and its requirements, intensely invested and involved throughout the Self-Study process and aware and supportive of the general finding of the Self-Study Report.

Self-Study Steering Committee

After the decision is made to seek National Lutheran School Accreditation, five to eight people, representing various members of the school community, are appointed as a Steering Committee. The Steering Committee's primary task is to plan, guide and coordinate all things related to the Self-Study process. Its responsibilities include appointing necessary subcommittees, preparing the Self-Study report, reviewing the report of the Validation Team Visit members and making final recommendations for continued improvement. It is suggested that Steering Committee and subcommittee membership include parents, teachers, school administrator, pastor, other church staff members and governing authority members. (See the Administrator's Manual for additional information.)

The Self-Study Report Process

The Self-Study process begins by securing the Required Evidence and evaluating the school's compliance with the Required Indicators of Success. These are the items that must be present for the school to be accredited in good standing. If "No" is marked for any Required Indicator of Success, it is necessary to develop the required items or correct the deficiency before moving forward with the process.

The next step is a careful analysis of the school's status using the General Indicators of Success. The General Indicators of Success are specifically designed for each Standard and are written for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation by the subcommittees.

The more significant the practices and their impact related to the accomplishment of the indicator, the higher the rating. After gathering evidence and citing practices and their results, the subcommittee arrives at a consensus about the correct benchmark rating for each General Indicator of Success.

A definition for the "operational" rating (3) has been assigned to each General Indicator of Success. The task of the subcommittee is to assemble the evidence and practices to lead the group to an overall rating that agrees with the actual condition that exists in the school. To be compliant with the Standard, there is an expectation that a school will average "operational" (3) for all General Indicators of Success assigned to each Standard. General Indicators of Success ranked as "emerging" (2) or "not evident" (1) must be addressed in a well-developed school improvement plan designed to be implemented over the course of a school's assigned accreditation cycle.

The expectation for an “operational” rating is clearly defined for each General Indicator of Success. When a school exceeds the stated expectations, and its practices and evidence are powerful and replicable, the school

may rate the General Indicator of Success as “highly functional” (4). A “4” rating indicates that a school performs exceptionally well and exceeds expectations in this area.

If a school does not meet the “operational” definition in one or more areas, an “emerging” rating (2) or “not evident” rating (1) is appropriate. “Emerging” ratings and “not evident” ratings are items that require action and must be targeted in the School Action Plan.

Following the subcommittee’s careful analysis, the school is ready to complete the Summary and Response Actions. This area allows each subcommittee to review its findings and to identify the school’s strengths and areas that must be improved. Any areas needing improvement are to be recognized with specific actions and assignments with target dates to meet the identified deficiencies. The Steering Committee reviews the school’s suggestions related to each assigned Standard and the sections are included in the School Action Plan.

The required comprehensive nature of the Self-Study Report is designed to stimulate thought and to assist in a thorough Self-Study and self-improvement process. It is also designed to provide enough evidence to the Validation Team Visit members and NLSA officials to determine whether the school is worthy of accreditation through NLSA.

The Self-Study Report

The Self-Study Report Form is to be used as a tool for self-evaluation and overall school improvement. Each of the seven Standards are to be addressed and considered independently, but with an emphasis that all Standards are guided and directed by the school’s purpose, and in that way, the school’s purpose is integrated throughout each one. For each Standard, the report consists of the following items:

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list included in the Standard area provides suggestions, but is not all-inclusive. Schools are to review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing area may also be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for Validation Team Visit members to review.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

Respond to the Following Questions

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe the ways it meets the needs of its students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.

Required Indicators of Success

Required indicators of Success must be answered YES and supported by evidence and comments for the school to be accredited in good standing.

General Indicators of Success

General Indicators of Success help the school quantify its compliance with the required Standard. The quantification of the school's compliance for each General Indicator of Success is based on the evidence and the practices that support the rating. Each General Indicator of Success is to be rated by a subcommittee, using the benchmark and assigned point value. A subcommittee arrives at a rating after careful consideration and discussion. Written comments provide an explanation for the rating given to each indicator and a written response is required for every indicator in the "Comments" section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Summary and Response Actions

Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General indicators of Success. The summary and response actions are provided related to the school's strengths and for items needing improvement. With any General Indicator of Success ratings of 1 or 2, the school must develop specific plans to improve. The plans include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as 3.

REQUIREMENTS OF THE SELF-STUDY PROCESS

Indicators and Evidence

Standard	Required Evidence	Required Indicators	General Indicators
1	1	2	4
2A	0	1	2
2B	1	1	4
2C	1	1	4
3A	1	3	5
3B	1	1	5
4	2	1	4
5	4	2	6
6	2	1	4
7	1	2	3
TOTAL	14	15	41

Required Evidence or Documentation

Standard	Required Evidence or Documentation
1	<ul style="list-style-type: none"> The written purpose/philosophy/mission statement
2A	<i>No evidence or documentation required</i>
2B	<ul style="list-style-type: none"> Nondiscrimination policy
2C	<ul style="list-style-type: none"> School discipline code
3A	<ul style="list-style-type: none"> Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor
3B	<ul style="list-style-type: none"> The administrator's job description
4	<ul style="list-style-type: none"> Staff development plan Non-discriminatory salary and benefit scale or policy
5	<ul style="list-style-type: none"> Written curriculum for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas) A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning
6	<ul style="list-style-type: none"> Enrollment/admission policy Crisis emergency plan
7	<ul style="list-style-type: none"> School floor plan

Required Indicators of Success

Standard	Required Indicators of Success
1:01	The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.
1:02	School leadership and staff members understand and accept the purpose of the school.
2A:01	The school is operated by one or more congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.
2B:01	A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.
2C:01	The climate of the school flows from and supports the school's purpose.
3A:01	The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.
3A:02	The operating organization has written policies clearly defining governing authority membership.
3A:03	The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
3B:01	The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.
4:01	All school personnel express and demonstrate agreement with the stated school purpose.
5:01	The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.
5:02	The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)
6:01	Services offered by the school meet or exceed federal, state and local requirements.
7:01	Facilities are well maintained and free from hazards, providing a safe and productive learning environment.
7:02	Facilities conform fully to all applicable laws, including health, safety and building codes.

IDENTIFICATION OF POWERFUL PRACTICES

Practices associated with General Indicators of Success that are rated as “highly functional” (4) by the school have the potential for identification as a *Powerful Practice* when the practice is transformational and replicable.

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school’s *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

CONSTRUCTING THE SCHOOL ACTION PLAN

The final element of the school Self-Study process is the construction of the School Action Plan. Accreditation is an ongoing process that does not end with the Validation Team Visit. Evaluation is a stimulating force that leads to school improvement for the benefit of its students and community. Accreditation requires that schools identify strengths and concerns related to every Standard area. The strengths are to be celebrated and the areas of concern are to be considered and addressed strategically. As a result of the findings of the school during its Self-Study process and the recommendations of the Validation Team Visit team, the school establishes and implements a blueprint for ongoing improvement. That blueprint is known as the School Action Plan.

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. This plan must address every area of concern (“emerging” [2] and “not evident” [1]), and each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

After the school receives the Validation Team Report, the school is required to amend its preliminary School Action Plan to include additional concerns that are identified by the Validation Team. Schools are encouraged to use the format included below to develop the School Action Plan. Additionally, this format is the required documentation for the Cumulative Annual Report. The final School Action Plan and the Validation Team Report must be submitted to the District Commission within two weeks of the Validation Team Visit. A school that links an accreditation process with an intentional School Action Plan and continually uses it to better serve its students is a school on a pathway to success.

Standard & Indicator Number	Self-Study Concerns & Strategies	Target School Year	Responsible Party	Action Taken	School Year Addressed

[Current Action Plan](#)

National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools

Revised July 2017

PART 2

The Self-Study Document

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GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: St. Paul's Lutheran School
Address: 114 E 4th St. N
City, State, Zip Code: Truman, Minnesota 56088
Phone: 507-776-2802
Email: stpaulsschooltruman@frontiernet.net
mmillersports5@gmail.com

2. Congregation(s) *(List all operating congregations. Use a separate sheet, if necessary.)*

Name, Complete Address:
Name, Complete Address:
St. Paul's Lutheran School
110 E 4th St. S
Truman, Minnesota 56088

3. School Administrator(s)

Name: Marty Miller
Email: millersports5@gmail.com
Phone: 714-588-1909

4. Pastor(s)

Name: Tim Chase
Email: timachase@gmail.com
Phone: 260-387-2146

5. List All Agencies Currently Accrediting the School

NLSA

6. Attach a list of all Steering Committee and subcommittee members, indicating whether they are teachers, parents, etc.

Steering Committee

Marty Miller	Principal
Pastor Tim Chase	Superintendent/Pastor
Josh Kitzerow	Chairman, Board of Education
Cindi Riewe	Administrative Assistant, SPLC

Standard 1: Purpose

Marty Miller
Pastor Chase
Cindi Riewe

Standard 2: Relationships

Cindy Fitzner
Scott Halverson
Sheila Maloney

Standard 3: Leadership

Heidi Johnson
Brent Johnson

Standard 4: Professional Personnel

Chris Geistfeld
Rebecca Oerman
Susan Zellmer
Debra Markham
Barb Wiederhoeft

Standard 5: Teaching and Learning

Marty Miller
Chris Geistfeld
Kerrie Bennett
Cindy Fitzner
Heidi Johnson

Standard 6: Student Services

Kerrie Bennett
John Bennett
Cindi Riewe

Standard 7: Facilities

Marty Miller
Board of Education

7. **Attach a copy of the school's most recent *LCMS Early Childhood Center and School Statistical Report*.**

[LCMS Early Childhood Center and School Statistical Report](#)

Community Information

1. Write a brief history of the school.

St. Paul's Lutheran School was organized in 1900 and has been bringing the wonderful news of salvation to children for 123 years. Many things have changed over the years. Styles of teaching and learning have evolved and improved. The physical plant has seen additions and improvements. Laptops for all the school children have been added. New flooring in the gym, painted hallways, new protective doors, and modern lighting have seen their way into the building. Many faithful teachers and administrators have come and gone. Many generations of families have made St. Paul's their home.

2. Describe the community surrounding the school.

The years have also brought about changes to the Truman community. Truman has experienced a shrinking population. Even though the population has improved slightly over the past few years, children grow-up, go to college, and then move away. The community of Truman has a population of about 1100 people. The economy of Truman is supported by agriculture and livestock. Even with the addition of Dollar General to town, the town struggles to support small businesses. Elizabeth Chevrolet, Caseys, Dollar General, and Profinium Bank are some of the businesses in town.

3. List other significant information or factors that affect the school, its population and environment.

There are a number of questions facing us in 2023. Can we maintain our enrollment numbers? Presently, enrollment in the lower grades is more spread out than in the upper grades. Enrollment for the next school year is more balanced than in the past. Our tuition seems to be steady, but will the congregation be able to support a school? Donations from outside sources should help to make that possible. In the past year, a number of large families have joined our church. Hopefully that will lead to increased enrollment as well. A resource teacher has been added to help service those students who need extra help with their work. A classical based education is currently being worked on to improve the overall program at St. Paul's.

School Enrollment Information

1. What is the total current school enrollment?

Our current enrollment stands at 57 students.

2. Review the responses on the *LCMS Early Childhood Center and School Statistical Report* regarding the number of students per grade, the number of special education students, the students' church membership and the students' race. Then, comment on any features of the school's current enrollment that reveal significant or unusual information.

The breakdown per grade is as follows: Pre-7

K-7

1-6

2-5

3-9
 4-6
 5-6
 6-6
 7-4
 8-1

We have approximately twelve students that are taken care of with our resource person. That number is high considering we have never had that position on sight. Our students are typically white. Truman does not have many other races living in town.

3. How many children attend the supporting congregation(s)?

These projections are based on the assumption that all students return upon promotion to the next grade. The first goal is always to replace the graduating Eighth Graders. The local public school is declining in enrollment. Recruiting students from area Lutheran churches and area Protestant churches is an ongoing task. Involvement with the Lewisville Parade, Truman Days, and Amboy Days is given. The food booth at the Martin County Fair gives an outstanding opportunity to have our face in the community. Also, at Halloween I personally pass out promotional materials at my house along with candy.

Age	Number of Children
0	5
1	
2	1
3	3
4	4
5	
6	2
7	3
8	4
9	3
10	1
11	4
12	2
13	2
14	
15	
16	
17	
18	
Total:	34

4. List the projected enrollment for each of the next five years and the basis for these projections.

2023-2024 – 60

2024-2025 – 62

2025-2026 – 64

2026-2027 – 66

2027-2028 – 68

5. Comment on the maximum number of children eligible to be enrolled considering space limitations. Discuss any significant or unusual features about this information.

Church has a number of potential new school families on Sunday. This could equate to approximately eight to ten new students. Classical Education will dictate a number of possibilities. Church families with children is an ongoing job. There is a minimal amount of school switching, but now the chances are higher than five years ago. Our mission is to be the best school we can be and importantly continue to spread the message of salvation to everyone. Children of all faiths are welcome at St. Paul's. At the present time, a "full" school would be 105 students.

Breakdown of Non-St. Paul's Members

Area Lutheran Churches – 17 families

Area Non-Lutheran – 3

No Church affiliation – 3

Staff Information – Teachers and Administrators

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. Faculty Member: LaMar (Marty) Miller Jr. (7-8)

2. Academic degrees held:

<i>Degree</i>	<i>Institution</i>
Bachelor of Science in Education	Concordia TeachersCollege, Seward
Masters of Arts in Administration	Concordia University, Irvine
SLED, NLAA, School Leadership Development Project	

3. Academic credit and continuing education units earned over the last four years:

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
Various on-line and in person sessions			
Lutheran School's Retreat			

4. Teaching or school administration experience:

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
St. Paul's Lutheran School	Truman, Minnesota	2011 - Present
Redeemer Lutheran School	Ontario, CA	2009-2011
Holy Cross Lutheran School	Cypress, CA	1999-2011
First Lutheran School	Monrovia, CA	1995 - 1999
Trinity Lutheran School	Whittier, CA	1984 - 1995
St. Paul's Lutheran School	Pomona, CA	1978 - 1984

5. Current participation in congregational activities:

<i>Responsibility</i>	<i>Participation</i>
Communion Assistant	
Church Council Secretary	
Voters	
Board of Parish Education	
Heartland Senior Living Worship Leader	

6. Current membership in professional organizations:

<i>Organization Name</i>	<i>Area of Focus</i>
--------------------------	----------------------

7. Current teaching license(s) held:

<i>Certificate(s)</i>	<i>Expiration Date</i>
Nebraska	

Teachers

1. **Faculty Member:** Christine Geistfeld

2. **Academic degrees held:**

Bachelor of Science in Education and Lutheran Teachers Diploma

3. **Academic credit and continuing education units earned over the past four years:**

Met all requirements to renew license on June 2022

4. **Teaching or school administration experience:**

Immanuel Lutheran School, Loveland Colorado

Oct. 91 – Dec. 91

St. Paul's Lutheran School, Truman, MN

1992 - 2002

2011-2015

2016-PRESENT

5. **Current participation in congregational activities:**

Responsibility:

Participation:

Organist, choir, handbells, VBS music

Member of Ruth Circle

6. **Current membership in professional organizations:**

Organization Name:

Area of Focus:

7. **Current teaching license(s) held:**

Certificate(s):

Expiration Date:

Elementary Ed 1-6

6-30-27

Teachers

1. Faculty Member: Kerrie Bennett

2. Academic degrees held:

BA Lutheran Teaching	Concordia University, Irvine
BA Teacher License	Concordia, St. Paul's

3. Academic credit and continuing education units earned over the past four years:

TEC 21	Concordia University, Nebraska	3 hours
Various online classes for continuing education		

4. Teaching or school administration experience:

First Lutheran School	Burbank, CA	2001-2003
St. Paul's Lutheran School	Kankakee, IL	2003-2004
Our Hope Lutheran School	Huntertown, IN	2004-2005
St. John's Lutheran School	Good Thunder, MN	2005-2006
St. Paul's Lutheran School	Truman, MN	2011-Present

5. Current participation in congregational activities:

Responsibility:

Sunday School teacher

Choir Director/Handbell Director

Participation:

Choir/Bells play at area congregations four times a year

6. Current membership in professional organizations:

Organization Name:

Area of Focus:

7. Current teaching license(s) held:

Certificate(s):

Tier 4 Elementary Education K-6

Expiration Date:

6/30/2026

Teachers

1. **Faculty Member:** Cindy Fitzner

2. **Academic degrees held:**

BA Concordia, St. Paul

3. **Academic credit and continuing education units earned over the past four years:**

Various workshops and online courses.

4. **Teaching or school administration experience:**

Immanuel Lutheran School	Mayville, WI	1978-1981
Immanuel Lutheran School	Courtland, MN	1982-1983
St. Paul's Lutheran School	Truman, MN	1983-PRESENT

5. **Current participation in congregational activities:**

Responsibility:

Participation:

VBS Director, Sunday School Superintendent

Adult choir and HandBells when available.

Attend Sunday Bible Class

Member of Ruth Circle

6. **Current membership in professional organizations:**

Organization Name:

Area of Focus:

7. **Current teaching license(s) held:**

Certificate(s):

Expiration Date:

TIER 4 Elementary Education Gr. 1-6

6/30/26

Teachers

1. **Faculty Member:** Heidi Johnson

2. **Academic degrees held:**

Bachelor of Science

Mankato State University

3. **Academic credit and continuing education units earned over the past four years:**

Various online and in person sessions

Continued Education at 125 hours every five years

4. **Teaching or school administration experience:**

St. Paul's Lutheran School, Truman, MN

1996-2010

Preschool

2010-2013

Preschool/Kdgn.

2013-2016

Kindergarten

2016-2022

Preschool/Kdgn

5. **Current participation in congregational activities:**

Responsibility:

Participation:

Lead Sunday School Music Preschool – 8th Grade

Sing on Contemporary Worship Team

6. **Current membership in professional organizations:**

Organization Name:

Area of Focus:

7. **Current teaching license(s) held:**

Certificate(s):

Expiration Date:

Elementary Education

2024

Staff Information – Support Staff

Support Staff (administrative assistant, bus driver, child care, etc.)

(Please complete one sheet for ALL support staff.)

<i>Name</i>	<i>Function</i>	<i>Hours Per Week</i>	<i>Years at School</i>
Allison Slabbert	Computers	6 hours	First year
Michelle Flohrs	Preschool/Librarian	10 hours	ten years
Cindi Riewe	Administrative Assistant	40+ hours	thirteen years
Kathy Bossart	Cook	20 hours	Fifteen years
Mary Freeman	Preschool Aid	6 hours	Five years

Information About Supplemental Services

Describe the nature and use of each supplemental service received from an outside agency. Include curriculum aids, materials for instruction (e.g., library materials, courses of study, audio-visual aids), testing and guidance services, health services, services relative to school attendance, transportation and custodial services.

Describe supplemental services in the space below:

The following benefits and services are available through Truman Public School District with funding from the State of Minnesota:

Title 1 and Special Education assessments and services, health services, guidance services, bus transportation within the district, continuing education funds for staff, per-pupil allotments for textbooks and supplies, and invitations to various local programs.

The per-pupil allotments cover most of our textbook and supply purchases for each school year. Typically religion books and textbooks with God in the title or are God themed books are not paid for by the state. We have added a resource teacher from the Lutheran Special Education Ministry on a limited basis. Presently she is here three half days a week. We hope to improve on that as she has been a tremendous addition to our school. Our students still use the assessment services and assistance provided through Title 1 and Special Education. A school nurse does a yearly health screening, maintains health records, and checks in occasionally. We use continuing education money for conferences and busing services. Our guidance services are typically done by our pastor.

NLSA survey questions are correlated with the seven Standard areas and are to be used at the beginning of a Self-Study process. Survey questions are developed for the following groups:

- Parents
- Teachers
- Students in Grades 1 – 3
- Students in Grades 4 – 8

A school may import the questions into an online/electronic instrument of choice and administer them to the groups as part of the needs-assessment process. Additional questions may be added to the survey, but NLSA survey questions may not be modified or removed. Reflections of survey results are to be prepared, in summary form, for each area.

*Surveys are available to download on the NLSA page of Luthed.org.

Summarize the survey information in the space below:

Parent Survey - In the parent survey we have found that our parents believe that our school is Christ focused, our teachers are approachable and are receptive to their questions, that there are high expectations of our students at St. Paul's Lutheran School, and that their child attends school in a safe environment.

Teacher Survey - In the teacher survey we have found that understand and embrace the purpose of our school, our teachers feel they are approachable and receptive to any concerns parents may have, the teachers openly display their Christian faith, teachers are all active regularly within their congregations, and we advocate for every student in our classroom.

Students Grade 1-3 Survey - In the student survey grades 1-3 students commented that they learn about Jesus at their school, they feel safe at school, they have computers in their classrooms for their own personal use, and the students feel that their teachers listen to them and help them.

Students Grade 4-8 Survey - In the student survey grades 4-8 students commented that they learn about Jesus everyday and that their teacher prays with them, they know that their teachers want the to learn and do their best work, the students know that their teacher cares about them, and they know that their school is safe.



STANDARD 1: PURPOSE

The school is purpose-driven.

Overview

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and action plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

The Purpose Standard is critical in evaluating each of the Standards involved with the Self-Study. Since the purpose establishes who a school is, where they have been and what they are to become, it is critical that the Self-Study process begins with a thorough examination of Standard 1.

NOTE: In the interest of clarity related to the accreditation process, the word “purpose” may be used interchangeably with “mission” and “philosophy.”

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list below includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- School learning objectives align with philosophy/mission.
- School publications and handbooks provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School evangelism plan is written.
- Written school policies align with philosophy/mission.
- School website provides evidence of Lutheran identity.
- Appropriate seasonal decorations are displayed.
- Christian symbols are appropriately and prominently displayed through the school.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition

currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school.
- Teaching of the faith is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
- The school attempts to attain and retain a positive Christian image through its public relations and publications.
- The sponsoring congregation(s) provides spiritual support for the school and its students.
- The school encourages students to participate in the congregational life of the parish.
- Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other's ministries.
- Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
- The school cooperates with district and national offices of The Lutheran Church—Missouri Synod.
- The school effectively implements a plan for evangelism of un-churched or marginally churched children and their families attending the school.
- The Lutheran school's policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. How was the school's purpose developed?

The purpose of the school was developed one hundred one hundred twenty-three years ago when the school was started before the church. The importance of Lutheran education for children was developed back then. To this day, the importance of Lutheran education has not wavered. It is still an important component to St. Paul's Lutheran Church.

2. Describe how the school's purpose aligns with its supporting congregation's purpose.

With the church basing its purpose on Matthew 28, both of our purposes is to make sure that all students know Jesus Christ as their Lord and Savior when they leave our school. Wednesday Chapel is a high point of the week therefore supporting each organization's purpose.

3. Describe the process that was last used to review, clarify and renew the school's purpose.

Every year at the beginning of the year faculty meetings, we review the purpose of the school. Whenever we talk about adding items to our curriculum or school plan, we make sure that it supports the purpose of the school.

4. How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions?

St. Paul's is Lutheran through and through. We have Chapel every Wednesday and it is a traditional Lutheran Chapel. Chapel is fantastic because Pastor explains why we do what we do. You walk the hallways during school hours and you will see and hear Jesus' love shared. Parents have commented how there is a different atmosphere at our school. We are a family. God's family.

5. Describe how the school's purpose is reflected in the teaching/learning environment in every classroom.

Every classroom has a Christian décor. Jesus is reflected in classroom decorations in a grade appropriate way. All classrooms have a Crucifix in a prominent spot. Religion/Jesus Time classes are an important part of each day. Seventh and Eighth Grade Religion classes are Confirmation taught by the Pastor. Devotions start each day and prayer for lunch and at the end of the day are happening. Every week starts out with Prayer at the Flagpole where we start out our week as a whole school around the flagpole saying the pledges, prayers, and Luther's Morning Prayer. Public relations materials show the importance of Jesus here at St. Paul's.

6. Describe the process used to inform new employees about the school's purpose and the appropriate engagement employees are expected and encouraged to model.

When a new staff member is hired, the potential teacher is told how special it is to be a teacher at St. Paul's and what is expected of them. Teachers need to be seen at worship whether here or at their home congregation. Their worship life should be talked about so the children see and hear what putting their faith in action means. The interview process always concludes with "Why should we hire you?" The answers heard make the process very easy to decide. At St. Paul's, we have a fantastic thing going. Nothing is going to derail the process.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Written purpose/philosophy/mission statement

[Faculty Handbook Mission Statement](#) p. 1

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

1:01* The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.

YES

NO

Identify and list supporting Evidence or Practices:

[Faculty Handbook Philosophy of St. Paul's](#) p. 1

[Offering Designations](#)

[Chapel Schedule](#) (Music Schedule)

[Curriculum](#)

Classroom Schedules ([Preschool](#), [Kindergarten](#), [1st/2nd Grade](#), [3rd/4th Grade](#), [5th/6th Grade](#),
and [7th/8th Grade](#))

Comments:

St. Paul's Lutheran is very Lutheran. We are based on the Bible and Bible teachings. Religion/Confirmation/Jesus Time is the most important class of the day. Our school theme for the year is based on Biblical concepts. Chapel on Wednesday is a mini-church service for the children to experience. CPH Religion curriculum is used throughout the school.

1:02* School leadership and staff members understand and accept the purpose of the school.

YES

NO

Identify and list supporting Evidence or Practices:

[Faculty Handbook Purpose of the School](#) p. 1

[Teacher Contract](#)

[Teacher Installation/Rededication](#)

[Church Constitution](#)

[Church Bulletin/Teacher Dedication](#)

Comments:

The purpose of the school is very simple: Let as many children know about their Lord and Savior. Along with that, high academic expectations is an understood area for the children as well. One of the best purposes we have is celebrating learning. That is an important area for the children to have as part of the educational program.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

1:03: School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school’s purpose was developed in accordance with governance policy.

The school’s purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.

The school’s mission statement supports and aligns with the congregational mission statement.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>							
<input type="checkbox"/>	Highly Functional (4)	<input checked="" type="checkbox"/>	Operational (3)	<input type="checkbox"/>	Emerging (2)	<input type="checkbox"/>	Not Evident (1)

Identify and list supporting Evidence or Practices:

[Board Manual Policy](#) p. 4

[Teacher Contract](#)

[Faculty Handbook](#)

[Church Bulletin/Teacher Dedication](#)

Comments:

The purpose of the school is very simple. Each child is a unique gift from God. We need to take care of them. Everything done at St. Paul’s is done to make sure that the child knows Jesus Christ as their Lord and Savior. Academic success is very important, but the student’s spiritual life is really important.

1:04: School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school’s stated purpose.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school’s purpose is communicated effectively to staff, students and stakeholders.

The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>							
<input type="checkbox"/>	Highly Functional (4)	<input checked="" type="checkbox"/>	Operational (3)	<input type="checkbox"/>	Emerging (2)	<input type="checkbox"/>	Not Evident (1)

Identify and list supporting Evidence or Practices:

[Newsletter for Parents](#)

[Back to School Open House and Parent Meeting](#)

[Faculty Meeting Schedule](#)

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

[School Board Meeting Schedule](#) p. 6

Comments:

Our purpose statement is found on every major item that leaves the office. It is important to make sure that everyone knows why we are here. All activities begin with prayer and/or a devotion. Our Thanksgiving Feast, Grandparent’s Day, Christmas Service Celebration, and Graduation are all events centered around worship experience. More often than not, the evaluation of the mission statement and goals of the school is more making sure that what we are doing matches with what we are doing, not so much changing what it says.

1:05: The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school’s purpose is displayed in each classroom and in the hallways.

The school’s purpose is readily seen on the school’s website.

The school’s purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.

School events, curriculum and discipline are aligned with the school’s mission statement and purpose and promote a positive teaching/learning environment.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input checked="" type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[School Website](#)

[School Publications](#)

[Handouts](#)

[Parent Handbook](#)

Comments:

Everything we do here at St. Paul’s Lutheran School is done to praise God. Whether we are involved in the Truman Day Parade, advertising school, hosting a Jennie Williamson concert, playing in a sport’s tournament, or singing in church, our goal is to praise God.

1:06: New employees are informed about the school’s purpose and its appropriate engagement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

New employees are given an orientation packet and have an orientation meeting with the school administrator.

New employees utilize mentors to assist them in learning about the school’s purpose and how to carry it out.

The school’s purpose is outlined in the job description for each employee.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Teacher Contract](#)

[Teacher Job Description](#)

[Kindergarten Teacher Mentoring Preschool Teacher](#)

Comments:

The Pastor and the Board of Education expect all employees to be believers in Christ. Everyone needs to be on the same page when it comes to the purpose our school exists. This is one of the first points talked about in any interview. Our Kindergarten teacher is mentoring our new Preschool teacher this year. She has given paperwork of what the students need to know, has worked with her over the summer to go through preschool materials, and offered support throughout the year.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met? (YES / NO)

Yes

We do a great job sharing our purpose with the people that come into contact with us. Beginning our week at the flagpole with prayer, devotions to open and close the day, and our religious reminders throughout school, Jesus is the most important area of our life and is communicated freely throughout the day. A great goal for this area would be to open every sporting event we have here with prayer. This might settle everyone down before the event starts.

B. Based on evidence, what are the strengths of the school related to Standard 1?

Our school is very Lutheran in every sense of the word. The school tries to sing monthly either at St. Paul's or a neighboring Lutheran church. We have even sung or the bell choir performed at the Catholic church when it was in town. Our pastor is very involved in the school, teaching Confirmation and Latin. Teachers are very active in the church at St. Paul's or area Lutheran churches if they do not attend ours.

C. Based on evidence, what are the challenges of the school related to Standard 1? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

The challenge here is combined with the goal from the previous question. We would like to see prayer before sporting events that take place here at St. Paul's. The only issue we would see is that we play denominations that are not in "Agreement" with us. But, that should not stop us.

D. What is the school's average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth?

STANDARD	RATING
1:03	3
1:04	3
1:05	4
1:06	3

Total:	13
Average: (Total ÷ 4)	3.3

STANDARD 2: RELATIONSHIPS

The school demonstrates its purpose through relationships.

Note: Standard 2 is divided into three categories: school and congregation, school and community and school climate. Introductory comments and necessary responses are required for each of the three sections. Standard 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

STANDARD 2A: SCHOOL AND CONGREGATION

Overview

The Lutheran school has a special relationship with its operating congregation(s). The school concerns itself with the ministry of the whole church to fulfill its purpose as a Lutheran school. To do this, the school seeks opportunities to enhance relationships with the local congregation(s), its district and the national church body.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- School and church calendars
- Church and school websites
- Church bulletins and newsletters
- Minutes from congregational meetings emphasizing the church-school relationship
- List of teachers' involvement in worship, Bible studies, governance, service projects and social activities of the sponsoring congregation(s)
- Summary of students' church attendance statistics
- Summary of climate survey results
- Faculty handbook describing church-school relationship
- Written school evangelism plan

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written

documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- School choirs sing at worship services.
- Students serve as acolytes, greeters and/or readers during services.
- Pastor teaches classes at the school.
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation.
- Teachers regularly worship and actively participate in activities of the sponsoring congregation.
- Teachers participate in district-sponsored conferences and events.
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
- Required reporting materials are submitted to district and national bodies on time and are completed with quality.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the relationship between the school and its congregation(s).

The formation of St. Paul's Lutheran School actually began a year before the church almost 124 years ago. Therefore, the need for a Christian school was given a higher priority than the actual congregation itself. St. Paul's Lutheran School and Church exhibit a cohesive relationship in a variety of ways. Congregation members support the school through prayers and offerings. Teachers regularly worship and participate in church activities. The school and church participate in several joint activities such as a Christmas Service, school musical, students singing in church, and Lutheran Schools Week events including a guest day, and an open house at school. Congregation members also attend athletic events at school.

2. Describe how pastors from the sponsoring congregation(s) are involved at the school.

The Pastor is an active part of the life of St. Paul's Lutheran School. He conducts chapel services, and Advent and Lent services in which the school attends along with the congregation. Pastor Timothy Chase teaches Confirmation classes for Grades 7-8. Pastor Chase also counsels students as needed. The pastors from sponsoring congregations are involved at St. Paul's Lutheran School through conducting chapel services and participating in school events. The local congregations support our school through prayer and financial means. Just this last basketball season a pastor from one of the local congregations was our boys basketball coach and also currently assists us in our technology upkeep and repair.

3. In what ways are students involved in the life of the (sponsoring) congregation(s)?

St. Paul's students sing in church monthly. Twice a year the students also sing at other congregations of students that are not members of St. Paul's Lutheran Church. Students in Grades 5-8 also participate in the handbell choir. They participate in church services and special programs throughout the year such as the Christmas service. Many students share their talents through piano, instrumental music, and singing in chapel services.

4. How are parents of new students introduced and assimilated into the life of the congregation(s)?

We have a school handbook to help familiarize families with school policies and information. We also have a website that contains information from each grade level as well as activity schedules and general school information. Another communication tool we have is the weekly Saintinel newsletter. This letter contains any important information families need to know about upcoming events at the school along with updates from each teacher of what is happening in their classrooms. We have a very active Parent/Teacher League that meets every other month. The PTL organizes many fundraisers and events throughout the year. These events give families a chance to interact and get to know each other.

5. Describe the way that the school helps its congregation achieve its mission.

The mission of St. Paul's Lutheran Church and School is: "to seek the honor and glory of God, to carry out His will, to manifest the unity of our faith in Jesus Christ as God and Savior, to spread the kingdom of God by the preaching of the Word, by administration of the Sacraments, by religious instruction of all it's members, according to the confessional standard of the Lutheran Church (Article III), and to foster Christian fellowship and love." Our Mission Statement: to work together with families and area congregations to provide a quality education in a Christian environment, leading students to lives of service. Our Goals: nurture faith, celebrate learning, pursue excellence.

The school helps the church accomplish these goals by providing daily devotions and religious instruction, which nurtures faith among the children and their families. Chapel services on Wednesday mornings provide a more formal worship experience with liturgy, Christian hymnody and God's Word applied to the lives of students and teachers. Christian fellowship is fostered through active recruitment of non-members regardless of religious affiliation.

6. Describe the relationship of the school with its LCMS district and national offices.

St. Paul's Lutheran School is a rostered school of the Minnesota South District of the Missouri Synod. Most of our teaching staff at St. Paul's are synodically trained, and most hold state licenses. The individuals on our entire K to 8 staff profess the teachings and doctrines of the LCMS.

7. Describe how called workers are engaged in the district regarding required conferences, workshops and volunteer efforts.

Our teaching staff attends all required district conferences and in-services provided through the Minnesota South District. One of our staff volunteers on the District Continuing Education Committee.

8. How does the school support synodical missions?

St. Paul's Lutheran School supports synodical missions through prayers and offerings. It also offers a very valuable opportunity to families that don't normally go to church to learn about Christ through school work and worship during school and afterwards with homework.

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2A:01* The school is operated by one or more of the congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.

YES

NO

Identify and list supporting Evidence or Practices:

[Church Bulletin](#)

Comments:

St. Paul's Lutheran School is a mission of St. Paul's Lutheran Church.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

2A:02: The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.

The pastor demonstrates that he is the spiritual leader of the school and congregation.

The congregation provides spiritual support for the school and its students.

Pastor(s) and school staff regularly demonstrate support for each other's ministry.

<i>Place an "X" in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Church Calendar](#)

[List of Faculty duties](#)

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

[Chapel order of service](#)

Comments:

The pastor is acknowledged as the spiritual leader.

The pastor provides weekly chapel services, Sunday church services. Please see attached Church Calendar.

The church provides spiritual support by providing confirmation instruction and holding chapel. They also pray for us on a daily basis. Please see attached Church Calendar.

The pastor and staff support each other's ministry throughout the day. It starts with faculty devotions in the morning. Please see attached list of faculty duties.

2A:03: The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Students participate regularly in congregational life through planned activities available and coordinated with the congregation.

School staff members are actively involved in worship and congregational life in their parish.

The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.

The school supports LCMS missions.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input checked="" type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Evangelism Plan](#)

[Singing Schedule](#)

[Chapel Offerings](#)

[Annual Report](#)

Comments:

Students participate regularly in congregational life through planned activities. Please see attached singing schedule.

Called persons are actively involved in worship and congregational life in their parish. See Annual Report. The school and congregation plan to work together by the students singing on a monthly basis in church. Please see attached singing schedule.

Called teachers participate in required district conferences and events.

The school supports the Synod’s missions and LCMs disaster-relief at every opportunity. We accomplish this through our chapel offerings that are completed quarterly.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2A? (YES / NO)

Yes

B. Based on evidence, what are the strengths of the school related to Standard 2A?

A majority of our active families in St. Paul's Lutheran Church send their eligible children to St. Paul's Lutheran School.

Pastor Chase is actively involved in the school ministry.

C. Based on evidence, what are the challenges of the school related to Standard 2A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

D. What is the school's average rating for all General Indicators of Success for Standard 2A, rounded to the nearest tenth?

STANDARD	RATING
2A:02	3
2A:03	4
Total:	7
Average: (Total ÷ 2)	3.5

STANDARD 2B: SCHOOL AND COMMUNITY

Overview

The Lutheran school seeks to serve the community (the area in which the school is located) by enlisting and involving community participation. The school must be sensitive to local and state requirements and culture if it is to effectively relate to its community.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- A sampling of public relations materials
- School enrollment policy
- List of parent education programs
- Constitution, bylaws, organizational and/or flow chart of parent support groups
- Parent and student handbooks
- Guidelines for preparing school volunteers
- Calendar and schedule of building use
- List of class field trips to community resource centers
- School newsletter articles describing community-service projects
- Parent climate survey results
- Demographic study

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school is known and respected in its community.
- Parents are active participants, volunteering and supporting the school in a variety of ways.
- Faculty members are actively engaged in community-service activities.

- Students are recognized for their community involvement.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. How does the school's demographic profile reflect the demographic profile of its surrounding community?

St. Paul's Lutheran School reflects the demographic profile of Truman, MN which indicates 95% of the population as white and 5% other.

2. Describe the school's program of public relations to the community.

St. Paul's Lutheran School relates to the Truman community by participating in community events. Students and parents ride on a float and hand out pamphlets about our school during the Truman Days Parade and also nearby Lewisville Parade. We also have a float in the Truman Christmas Parade. St. Paul's travels around Truman Christmas Caroling at homes of shut-ins and area businesses.

3. List and describe the things the school has done to relate to and serve its community.

St. Paul's Lutheran School participates in the area parades and Christmas Caroling as described in the above question. We also sponsored a Game Day, open to the public and our own students and families. It took place in our gym on a Sunday afternoon, offering basketball, life size jenga, bean bags, and other games. We also offered a Movie Night in our gym that was open to the public.

4. Describe the school's relationship with the local public schools.

The public school invites our students to participate in Community Education activities and these events are shared with our families via various hand-outs. We receive services for speech through the public school. We attend a Bus Safety program held at Truman Public School.

5. List and describe the ways faculty members are involved in community events.

Faculty members attend community fundraisers supporting the fire department and EMTs. We also participate in the area parades and Christmas Caroling.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Written nondiscrimination statement

[Parent Handbook](#) p. 2 Nondiscrimination policy

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2B:01* A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.

YES

NO

Identify and list supporting Evidence or Practices:

[Parent/Teacher Handbook](#) p. 2 Nondiscrimination policy

[Board Policy Manual](#)

[Website](#)

Comments:

St. Paul's Lutheran School invites all students to attend their school. The nondiscrimination statement can be found in our Parent Handbook.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

2B:02: The school’s student population reflects the ethnic, racial and economic diversity of the community in which it is located.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school studies the community demographics and compares the information to the demographics of the student body.

The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.

The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Tuition Statement - Guardian Angel application](#)

[Tuition Statement - Parent Handbook](#) p. 8

[Nondiscrimination Policy - Parent/Teacher Handbook](#) p.2

[Truman Community Demographics](#)

[LCMS Early Childhood Center and School Statistical Report](#)

Comments:

Our school is devoted to every child possible being brought to Christ no matter their financial, ethnic, or racial situation. St. Paul’s does not turn away a family even if they are unable to pay. We have a guardian angel fund to assist with financial help. All families are expected to contribute in some way.

2B:03: The school promotes and encourages the involvement of its teachers and students in community activities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

The school seeks ways to involve its students and teachers in service to the community.

Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.

Staff members are engaged in community service.

<i>Place an "X" in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Truman Days Parade/ Lewisville Parade](#)

[Brochure](#)

[Preschool/Kindergarten](#) Round ups

[Weekly School Newsletter - Saintinel](#)

[Fundraising events - Silent Auction Flyer](#)

[Singing at other churches - Singing schedule](#)

[Newspaper Ad for Lutheran Schools Week](#)

Comments:

St. Paul's is active in the community. Staff and students participate in many different types of activities.

2B:04: The school has an active Parent-Teacher Organization and/or other parent support groups.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.

Support groups (e.g., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school’s mission and goals.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>							
<input type="checkbox"/>	Highly Functional (4)	<input checked="" type="checkbox"/>	Operational (3)	<input type="checkbox"/>	Emerging (2)	<input type="checkbox"/>	Not Evident (1)

Identify and list supporting Evidence or Practices:

[PTL Handbook](#)

[PTL minutes](#) and [treasurers report](#)

[Game Day Flyer](#)

[Movie Night Flyer](#)

Comments:

The PTL is highly involved in recruiting and assigning volunteers for a variety of school projects.

2B:05: The school is known, respected and maintains a positive perception in its community.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school is known and respected in its community.

The school regularly and frequently shares information with its constituents.

Good relationships exist with the local public schools.

School facilities are available, when practical, for use by appropriate community groups and activities.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[School Brochures](#)

[Handouts](#) at parades

[Fire Prevention/Bus Safety](#) Programs - Photos

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parents](#)

[Saintinel updates via email](#)

[Christmas Caroling](#)

[School Website](#)

Comments:

There are many different ways that St. Paul’s has been a presence in our community. We have a website and we communicate via email and texts.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2B? (YES / NO)

Yes

B. Based on evidence, what are the strengths of the school related to Standard 2B?

Our school's strength related to Standard 2B would have to be our PTL. We have a very active PTL group and many parents interested in what our school is doing. They actively seek to offer events for school families and community families.

C. Based on evidence, what are the challenges of the school related to Standard 2B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Although nothing in this area was marked with a "2", we can still strive to keep ourselves out in the community and have more events that welcomes all. With our new gym floor that will be installed the summer of 2023, we will be able to have more events in our gym for the community.

D. What is the school's average rating for all General Indicators of Success for Standard 2B, rounded to the nearest tenth?

STANDARD	RATING
2B:02	3
2B:03	3
2B:04	3
2B: 05	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 2C: SCHOOL CLIMATE

Overview

The Lutheran school is more than an assembly of people. It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him. Christ's love motivates us to develop an atmosphere in which each member of the community may experience his or her individuality and contribute to the community. Members of this community recognize, value and respect the needs of others for acceptance, love, correction, approval and attention. All activities within the school, therefore, help to design, create and foster this climate.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Parent handbooks
- Faculty handbook
- Schedule of school chapel services
- Teachers' classroom schedules
- Parent-school climate survey results
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
- Parent newsletters
- Anti-bullying policies and training

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.

- Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Home visits
- Student-led conferences

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the climate of the school and its impact on the lives of the students.

St. Paul's Lutheran School has a Christ-centered environment that is very supportive of its students. When new students and their families join our school they feel welcome. We have a Registration Night get-together in August. New and returning students participate in an informal time of fellowship.

2. Describe ways that teachers support students and their families.

Teachers support students in many ways. Teachers have parent/teacher conferences twice a year, to discuss student progress and needs. Parents receive progress reports in grades 3-8. Parents can check their child's progress via Gradelink throughout the quarter. Teachers pray for their students and families. Some teachers offer summer and after school tutoring as needed.

3. Describe the ways that students relate to their teachers.

Students are invited to share questions, concerns, and challenges with teachers at any time. Students are greeted and dismissed in a way that shows Christian love - hugs, high-fives, fist bumps etc.

4. How are the legal rights of parents, legal caregivers, teachers and students protected?

St. Paul's Lutheran School maintains a code of confidentiality to protect the rights of all. Students' records are kept confidential and do not leave the school building. Parents have the option to request that students' photos names are not published. The nondiscriminatory statement demonstrates that individuals will not be discriminated against.

5. Describe how the school and church work together to meet the spiritual needs of students and their families.

Students and their families are encouraged to ask Pastor or any of the teachers about questions concerning our church/school and its beliefs/teachings. Students attend weekly chapel services and families and congregation members are encouraged to join us. Students sing at special church services.

6. List and describe the ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents.

St. Paul's has a Registration Night in August. This is an important means of opening lines of communication for the upcoming school year. We also communicate through our weekly Saintinel, email and texts.

- 7. How do the ways that school personnel relate to one another contribute to the school's climate?**
Faculty members work to support one another through prayer. Faculty and staff members meet occasionally for fellowship. The faculty socializes before and after school to discuss various events of the day and the needs of the students.
- 8. Describe the school's discipline policy and its impact on school climate.**
Discipline issues are handled under the Christian principles of Law and Gospel. Using God's Word as a guide is important. Repentance and forgiveness are emphasized even with the younger students. Most issues are handled in each classroom. The principal offers support if needed.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School discipline code

[Board Policy Handbook](#) (Discipline)

[Parent/Teacher Handbook](#) (p. 14-15)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2C:01* The climate of the school flows from and supports the school's purpose.

YES

NO

Identify and list supporting Evidence or Practices:

[Board Policy Handbook](#) (Discipline)

[Parent/Teacher Handbook](#) (p. 14-15)

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

Comments:

St. Paul's Lutheran School is a positive and welcoming school.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

2C:02: The school’s Christ-centered ethos is visible and evident to visitors.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Students demonstrate love for others in response to Christ’s love for them.

Teachers’ care for student needs is prominently enacted throughout the school.

Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.

Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.

Student behavior is appropriate to encourage growth and to maintain the school’s chosen teaching/learning environment.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Weekly Chapels](#)

Classroom Schedules ([Preschool](#), [Kindergarten](#), [1st/2nd Grade](#), [3rd/4th Grade](#), [5th/6th Grade](#), and [7th/8th Grade](#))

[Chapel Families](#)

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

Comments:

Christ’s love is visible when students and teachers gather together.

2C:03: Teachers and staff members recognize, value and respect the needs of students.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Teachers demonstrate love for all students in Christ.

Teachers attend to the individual needs of students.

Teachers integrate faith principles throughout the day and pray with their students.

Students are challenged to do their best.

Students’ spiritual needs are given appropriate support by church and school.

Law and Gospel are properly divided when discipline is administered.

Staff demonstrates positive school spirit.

Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ.

When desirable and practical, students are given the opportunity to participate in making school decisions.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

Faculty wears school attire regularly

[Chapel Families](#)

[School Discipline Code](#) p. 14

Classroom Schedules ([Preschool](#), [Kindergarten](#), [1st/2nd Grade](#), [3rd/4th Grade](#), [5th/6th Grade](#),
and [7th/8th Grade](#))

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

Comments:

Teachers work to bring Christ to the students throughout the day and curriculum.

2C:04: School personnel model Christ’s love in their relationships with parents and guardians.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

School personnel are approachable and receptive to parental questions or concerns.

Parents are viewed by teachers as school partners in the education process.

Staff members understand and relate appropriately with school families.

Parents and guardians are made to feel welcome at the school.

The school provides opportunities for parents to be involved at the school.

The legal rights of parents and legal guardians are protected.

Parents are encouraged to be positive and supportive of the school.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

- Registration Night - School Calendar on [website](#)
- [Parent/Teachers Conferences](#) - Form
- [PTL Parent volunteers](#)
- [Thanksgiving Feast](#) - Form
- [Lutheran Schools Week Guest Day](#) - Form
- Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)
- [Board Policy Handbook](#)
- [Parent Handbook](#)

Comments:

Parents and guardians are viewed as partners with the school in their child's education. There are many occasions where parents are invited to participate in school activities. School families are involved in at least one committee.

2C:05: Faculty and administration respect and support one another as individual, fellow members of the body of Christ.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Faculty and administration gather for devotions regularly.

Faculty and administration speak positively about their co-workers at the school.

Faculty and administration demonstrate support of one another in tangible ways.

<i>Place an "X" in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Secret Angels at Christmas](#) - Form

[Daily Faculty Devotions](#)

Faculty Christmas Get-together

Comments:

The faculty of St. Paul's treat each other in Christian love. Some of the ways the faculty has demonstrated support for one another in the past include: sympathy cards/memorials, attending visitations and funerals when a loved one has gone to heaven, praying for each other, going out for a meal together.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2C? (YES / NO)

Yes

B. Based on evidence, what are the strengths of the school related to Standard 2C?

The climate of St. Paul's Lutheran School has a welcoming, family-oriented atmosphere. In the times of Covid, our school showed understanding and was adaptive to the needs of our families.

C. Based on evidence, what are the challenges of the school related to Standard 2C? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Intentional reflection of communication should become a goal for faculty as individuals and as a whole school.

D. What is the school's average rating for all General Indicators of Success for Standard 2C, rounded to the nearest tenth?

STANDARD	RATING
2C:02	3
2C:03	3
2C:04	3
2C:05	3
Total:	12
Average: (Total ÷ 4)	3

E. What is the school's overall rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth?

Section Totals (NOT Averages)	
STANDARD	RATING
2A	7
2B	12
2C	12
Total:	31
Average: (Total ÷ 10)	3.1

STANDARD 3: LEADERSHIP

The school is governed and administered effectively following written policy.

Note: Standard 3 is divided into two categories: governance and administration. Introductory comments and necessary responses are required for each of the two sections.

Note: Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. Introductory comments and necessary responses are required for both sections.

Note: All schools have a “governing authority” regardless of the style and format of governance used in the school. As such, ALL schools are required to respond to Standard 3A: Governance and Standard 3B: Administration and respond to each indicator as it relates to the school’s governance model.

STANDARD 3A: GOVERNANCE

Overview

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Governing authority policy, procedures and practices
- Agendas and minutes from meetings
- NLSA School Improvement Plan

- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of most recent external audit or financial review

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of decisions aligned with the school's statement of purpose
- Policies and practices that clearly and directly support the school's purpose
- Board or governing authority's process for evaluating its decisions and actions
- Policies that delineate distinction between roles of board, administrator and pastor
- Board or governing authority retreats
- Board or governing authority training
- Leadership succession planning
- Example of a present grievance resolution

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the governing authority, indicating its membership, responsibilities and meeting times.

The Board of Parish Education is composed of five elected members, the pastor, and the school principal. The Board of Parish Education exists principally to manage the operations of the school to ensure a safe, stable environment where the staff and administration can work to facilitate education in a Christian environment. The Board of Parish Education is responsible for the formulation of policies, which will set the educational direction for the congregation. In a general sense, the school administration manages the day to day operations while the Board is focused on longer term and more far reaching issues. Unless an exception is made for unique circumstances, Board of Parish Education meetings are held monthly on the second Tuesday of each month. More detail is available in the Board Policy Manual. The pastor is also the acting superintendent overseeing day to day operations, staffing issues, and issues that may arise, when the principal is unable to or the situation requires it.

2. How are members of the governing authority and its officers selected?

Board members serve three year staggered terms so that no more than two members are replaced in any given year. Prospective board members are nominated by the remaining board members, and elected by the church voter's assembly. Each year at the January board meeting, board officer positions are determined for the coming year. The five board members decide among themselves who will serve in the three available positions, President, Vice President, and Secretary/Treasurer.

3. How are governing authority policies and minutes obtained for observation?

The board Secretary/Treasurer takes minutes at each scheduled board meeting and presents these minutes at the following meeting for review and approval. If there is an urgent matter, the minutes may be distributed sooner, either electronically or in hard copy form. Board policies are discussed whenever necessary. New policies or changes to existing policies are reviewed and adjusted until approved, after which they are added to the Board Policy Manual.

4. How are the school's community and operating congregation(s) informed about the governing board's policies, decisions and plans?

Many of the Board Policies influence various other documents such as the Student Handbook, Faculty Handbook, etc. In these cases, the policies are made known through the distribution of these handbooks. In other cases a given policy may only apply to the function of the board, in which case, it would only be recorded in the Board Policy Manual. The Board Policy Manual is available upon request to anyone affiliated with the school. A copy of this policy manual can be requested of the school Principal or any board member. A representative of the Board of Parish Education provides a report to the church Voter's Assembly and Church Council at each scheduled meeting of these bodies. These reports are typically verbal. Also any changes made by the board that

affect faculty are emailed directly to them by the chairman of the board and a second copy will be given to them.

5. Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.

The decision was made to close our day care, turn that room into a Preschool room, and begin taking steps to expand our preschool program. Along with this change came the hiring of an additional staff member to teach preschool. The Board was active in overseeing the installation of new doors in the school's main entrance as well as new doors at the gym's main entrance. All doors remain locked during the school day, access is granted by the church/school secretary at her office door. Security cameras were installed throughout the church and school inside and outside. The Board was active in overseeing, with the help from the PTL, that the funds have been raised to replace the gym floor which will take place this summer. In a general sense, the Board of Parish Education serves to maintain the school and to manage the affairs of the school so that students can receive a quality and Christ-centered education. Families of these students are granted the confidence and satisfaction that goes along with the knowledge that the students are attending such a school. Everyone, students, parents, school staff, and the church congregation at large, is encouraged to participate in various school programs and sporting events which also incorporate an element of Christian fellowship. Each year, the Board of Parish Education is involved in raising funds and reviewing applications for student financial aid to help reduce financial stress for certain needy families.

6. Explain the process that is used for systematic planning.

Our school relies mainly on the Principal and members of the Board of Parish Education to set long term goals for the school. The school Principal meets periodically with principals from other area Lutheran schools to gather ideas on how we can improve our own school. The Board Policy Manual contains an annual calendar of meeting topics to make sure that various decisions are made in a timely manner. The board has recently started to issue surveys to parents twice a year that they are using to identify strengths, weaknesses, and issues and are meeting with the teachers one on one to go over it for their room.

[Annual Report](#)

[School Budget](#) (Our school financials. Starts on page 2)

[Annual Survey](#) Letter from School Board to Teachers

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor

[Board of Parish Education Policies](#) p. 3

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

3A:01* The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.

YES

NO

Identify and list supporting Evidence or Practices:

[School Board Handbook](#)

Comments:

There are written policies that define the lines of authority, responsibilities and limiting governing authority in the School Board Handbook.

3A:02* The operating organization has written policies clearly defining governing authority membership.

YES

NO

Identify and list supporting Evidence or Practices:

[School Board Handbook](#) p. 4

Comments:

The policies are clearly written for defining governing authority membership.

3A:03* The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.

YES

NO

Identify and list supporting Evidence or Practices:

[School Board Handbook](#)

Comments:

The governing authority establishes written policies and administrative limitations in the School Board Handbook.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

3A:04 The governing authority is organized around written policy and understands and operates within its role and function.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school's governance model.

The governing authority provides for grievance and due process resolution procedures.

The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.

The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.

Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.

Minutes are recorded for each meeting and circulated to all members.

Governing authority policies are collected into a policy manual, separate from the minutes.

The governing authority makes appropriate reports to the operating organization(s).

Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

See the "Board Organization" [section of the Board Policy Manual](#). p. 4 and Grievance procedures p. 25
[Minutes from Meeting](#) School Board

Comments:

The Board of Parish Education maintains a Policy Manual and holds regular meetings. The meetings are typically once per month, but can be more frequent if necessary. Meeting minutes are taken by the Board Secretary/Treasurer and reviewed by the Board at the next regular meeting. The meetings are open to anyone with an interest in our school. The Board of Parish Education reports at both the regular Voter's Assembly meeting and the Church Council meetings. The Board of Parish Education is also available by phone, email, or in person as needed if grievances do arise.

3A:05: Governing authority policy supports effective personnel.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

Written policy delineates roles and responsibilities of the board or governing authority.

Comprehensive job responsibilities and/or limitations are in place for the administrator.

The governing authority or the administrator’s direct supervisor evaluates the head administrator annually based on the job description.

The governing authority receives reports from the administrator or the administrator’s direct supervisor at each meeting.

The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

- [Faculty Handbook](#) and [Descriptions](#)
- [Board of Parish Education Policy Handbook](#)
- [Principal Job Description](#)
- [Principal Evaluation](#) within the letter
- [PTL Meeting Minutes](#) Principal’s Report to PTL
- [Minutes from Meeting](#) School Board
- [Surveys and Results from Parents to School Board](#)

Comments:

Job responsibilities are clearly defined in the Faculty Handbook and Board of Parish Education Policy Handbook.

3A:06: Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

Written policies define qualifications for board or governing authority members.

Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Board of Parish Education Policy Handbook](#)

Comments:

Members of the Board of Education are required to be members in good standing of the St. Paul’s Church Voter’s Assembly. Duties and responsibilities of the board members are determined at the regular board meetings. No more than two Board members are replaced in any given year to maintain continuity in board function. New Board members are taught the function policies and responsibilities of the Board through participation in regular meetings and other Board-sponsored activities. Most Board members are parents of students or former students in the school, and are thus involved in multiple ways.

3A:07: The governing authority establishes and employs systematic planning for school improvement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

X

The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning.

X

Long-range goals or desired outcomes are developed from the planning process.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

- [Curriculum Change](#)
- [Board Policy Manual](#)
- [What is Classical Education](#)
- Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent Surveys and Results from Parents to School Board](#)

Comments:

The Board of Parish Education addresses long range needs as required. A note in the board annual calendar serves as a reminder so that long range goals are dealt with at least once per year. Various needs are brought to the attention of the Board in a variety of ways ranging from personal interaction with students and parents to formal written communication. The most common scenario is when a staff member, usually the school Principal, brings it to a regularly scheduled Board meeting as an agenda item. These needs are then considered in conjunction with other known needs of the school, both short and long term.

3A:08: The governing authority provides strong financial leadership for the school.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

X

The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.

X

The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.

X

The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in an annual external financial review or financial audit.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>							
<input type="checkbox"/>	Highly Functional (4)	<input checked="" type="checkbox"/> X	Operational (3)	<input type="checkbox"/>	Emerging (2)	<input type="checkbox"/>	Not Evident (1)

Identify and list supporting Evidence or Practices:

[Parent/Teacher Handbook](#)

[PTL Minutes](#) (Board asked the PTL to help pay for the Volleyball Equipment)

[Money Spreadsheet](#)

[School Budget](#) (Our school financials. Starts on page 2)

Comments:

The St. Paul’s Lutheran School does not operate within a defined annual budget, but rather utilizes funds from a variety of sources to accomplish current financial goals. The Board of Parish Education does recommend and/or establish tuition rates, staff salaries, and other things which have a financial impact but any shortfall in funds is made up through general funds from the St. Paul's Lutheran Church.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 3A? (YES / NO)

Yes

B. Based on evidence, what are the strengths of the school related to Standard 3A?

Our Board of Education is committed to improving our school. This next school year we are committed to changing some of our curriculum to Classical Education.

C. Based on evidence, what are the challenges of the school related to Standard 3A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Our school board members should attend professional development for their positions.

D. What is the school's average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth?

STANDARD	RATING
3A:04	3
3A:05	3
3A:06	3
3A:07	3
3A:08	3
Total:	15
Average: (Total ÷ 5)	3

STANDARD 3B: ADMINISTRATION

Overview

Quality Lutheran schools function at a high level, in large part, because of exceptional leadership performance. Schools thrive when administrators are equipped and empowered to lead with vision. Successful Lutheran administrators continually strive to accomplish the school's purpose with students and families. The administrator leads the team to meet or exceed the organization's expected outcomes.

An effective school leader must possess exceptional abilities in data analysis, staff motivation and public communication. An effective school leader must assure that marketing and public relations are effectively accomplished. Above all else, a clear commitment to sharing the Gospel message and maintaining a proper respect of the calling is paramount.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Job-specific criteria
- Meeting agendas and minutes
- Supervision and evaluation documents
- School-wide professional development plans and schedules
- Representative supervision and evaluation reports
- Minutes of meetings with stakeholders
- Survey responses
- Innovations or changes in methodology that positively impacted student learning
- Innovations or changes in methodology that positively enhanced ministry opportunities
- Copies of auxiliary organizations' budgets, where applicable
- Copy of the three-year financial plan with enrollment projections and associated rationale

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition

currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
- The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
- The school administrator is actively engaged in the life of the sponsoring congregation(s).
- The school administrator is actively engaged in preparing and administering the school budget.
- The administrator relates appropriately with students, families and teachers.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe how the daily activities of the school are administered.

The school Principal serves as the school administrator and manages the day-to-day activities related to the school. He is assisted by the church Pastor, the Office Manager, the General Staff, and the Board of Parish Education.

2. What are the ways the school administration uses leadership skills in the congregation, community and professional organizations?

The school Principal represents our school at a variety of organizations and area functions. The school Principal serves as staff leader and is the first point of contact for people from outside the school on issues such as enrollment, involvement in various functions and fundraisers, and suggestions for improvement or correction. The school Principal visits area congregations to let people know about the wonderful education experience offered at our school. For example, the school Principal accompanies our float in area parades and helps with our schools food booth handing out brochures and answering questions.

3. Describe how the administrator is involved with the fiscal management of the school.

The St. Paul's Lutheran School does not operate within a defined annual budget, but rather utilizes funds from a variety of sources to accomplish current financial goals. The school Principal uses good judgment when making decisions on how to spend school funds, and refers these decisions to the Board of Parish Education and/or Church Voter's Assembly on matters not directly related to core curriculum. The Office Manager documents monies used from the special funds account and gives a monthly report to the School Board.

4. List and describe ways the administrator is engaged in the church and involved in the educational activities of the whole congregation.

The School Principal, and his wife, are members of the St. Paul's Lutheran Church, and active in regular church events. The Principal also assists with the distribution of Holy Communion, attends Voter's Assembly meetings and is currently the Church Council Secretary.

5. Describe the ways the administrator publicly demonstrates his or her saving faith in Jesus Christ.

The School Principal performs weekly church services for the residents of the Heartland Senior Living Center. He walks in parades and distributes our school's brochures as well as faith based gifts.

6. Share examples of collaboration and shared leadership modeled by the administrator.

The School Principal also serves as the primary classroom teacher for 7th and 8th grades. As such, the school principal has something of a player/ manager role, which aids in the Principal's understanding

of the day-to-day challenges of classroom instruction. Certain duties related to the working of the school are delegated to the classroom teachers, so that all teachers share some responsibility for making sure that the school runs smoothly. Likewise, the school Principal participates in all meetings of the Board of Parish Education, and is intimately involved in the actions taken by the Board.

7. Describe how the administrator leads by example with personal and professional development.

The school Principal conducts classroom studies each school day. He also serves as the Athletic Director, and in this role, communicates directly with coaches and activity directors of other area schools in the organization of athletic activities. He attends all home games and as many away games as his schedule allows. The school Principal accompanies the other teachers to regional conferences and seminars. The school Principal actively participates in PTL-sponsored activities such as the annual food stand at the local county fair.

8. Describe the process of instructional supervision in place at the school as it relates to professional development and student learning.

Due to such a tight schedule the school Principal has not been able to conduct the desired two visits per year to review each teacher's performance. Informal supervision and observation occurs continually throughout the school year. At the conclusion of each school year the Principal discusses with each staff member each of their personal goals and improvement objectives as well as asks how we can make next year even better . His door is always open and he is always available to talk.

9. Describe the ways that the administrator is present and relates appropriately with students, families and staff.

The school Principal represents our school at a variety of organizations and area functions where he interacts with the students, their families, the Board of Parish Education, other governing church bodies, other area schools, the congregation as a whole, and the general public. The School Principal is expected to maintain a friendly and professional manner in all activities. Opportunities for interaction include the activities listed in item 2 above as well as Truman Days, area Lutheran School's 8th grade graduation, the annual awards banquet, and seeing the children off at the end of the school day with fist bumps.

10. How is the school's administrator(s) engaged in the district with required conferences and workshops?

The school Principal accompanies the other teachers to regional conferences and seminars. He attends the principal meetings every other month equalling 5 times a school year, Sean Martens from the district office occasionally attends this meeting as well.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Administrator's job description

[Principal Job Description](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

3B:01* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

YES

NO

Identify and list supporting Evidence or Practices:

- [picture of Mr. Miller distributing communion](#)
- [Mr. Miller's job description](#)

Comments:

The administrator goes to all church/school meetings, is involved in the distribution of the Holy Sacraments of the altar and whenever he has a chance puts a plug in for our great Lutheran school following the service. He also weekly leads worship at the Senior Living Center.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

3B:02: The administrator meets qualifications required for the position.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.

The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.

The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.

The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

pictures of Marty’s educational certificates ([one](#), [two](#), [three](#))

[Mr. Miller helping to serve communion](#)

[Mr. Miller’s webpage](#) on our school website

[Mr. Miller on float](#) during a parade in the summer

Comments:

The school Principal is an active member of the St. Paul’s Lutheran Church. The Principal has been involved in the administration of Lutheran grade schools for more than twenty-five years.

3B:03: The administrator is provided adequate support to complete required tasks.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Release time is provided for administrative duties for the school’s primary administrator.

The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)

Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.

In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input checked="" type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

Office Manager sends information out to the parents like the [Saintinel](#) pictures of Marty’s educational certificates ([one](#), [two](#), [three](#))

Comments:

The administrator is given one hour, three days a week for administrative work.
Due to our small size the administrator must wear many hats in our school, one being a full-time teacher for grades 7th & 8th. A majority of his work must be done after school and on his own time or carried out during his summer work hours. During these summer months, the principal can focus on school administration as needed. The Office Manager serves both the school and the church.

3B:04: The administrator is an effective communicator.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.

The administrator communicates effectively and frequently with families and students of all ages.

A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.

The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.

The administrator effectively communicates and works together with local public school officials.

The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[School News](#)

[Mr. Miller on float](#) during a parade in the summer

[Annual Survey](#) Letter from School Board to Teachers

[Email to newspapers](#)

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

Comments:

The faculty and office manager meet every morning for at least 10 minutes for devotions, announcements and a chance for anyone to communicate any topics or issues as needed. Also, his office door is ALWAYS open after school.

The administrator interacts with the students during lunch and when he supervises noon recess two times a week. He is also always available after school and interacting with the students either in the hallways or outside. The administrator also attends all home ball games and as many away ball games as possible. Information is communicated with parents through emails, "All School" texts, weekly school newsletters, conferences two times per year and phone calls. He is also always available after school to visit with parents as needed and has scheduled meetings with parents at this time as needed.

The administrator represents our school at a variety of organizations and area functions where he interacts with the students, their families, the Board of Parish Education, other governing church bodies, other area schools, the congregation as a whole, and the general public.

The administrator communicates with the public school on a regular basis in ordering educational materials.

3B:05: The administrator is engaged in the process of developing and managing the budget.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The administrator is involved in developing and managing the budget, including expenditures.

The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.

The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.

Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Handbook for Board of Education](#)

[Money Spreadsheet](#)

[School Budget](#) (Our school financials. Starts on page 2)

Comments:

The St. Paul’s Lutheran School does not operate within a defined annual budget, but rather utilizes funds from a variety of sources to accomplish current financial goals. The school Principal uses good judgment when making decisions on how to spend school funds, and refers these decisions to the Board of Education and/or the Church Voter’s Assembly on matters not directly related to core curriculum. The Principal helps the School Board to determine what monies they need to ask the church for to help run the school.

Whenever a teacher has a reasonable educational need the administrator finds ways to accommodate those needs.

The Office Manager keeps track of monies spent out of the “special projects” account, writes up a monthly report on how that money is spent and submits it to the Board of Education.

3B:06: The administrator is committed to personal development and the development of staff members.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.

The administrator is a member of professional organizations.

The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.

Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.

The administrator engages in an ongoing program of professional staff supervision.

<i>Place an "X" in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Curriculum review schedule](#)

[Teacher Handbook](#)

[Devotion Schedule](#) See Morning Devotion Rotation

[Master Teacher](#)

[Annual Survey](#) Letter from School Board to Teachers

[Kerrie Bennett CUE's](#)

[Cindy Fitzner's CUE's](#)

Comments:

The school Principal is intimately involved in setting and adjusting the school curriculum. The curriculum is reviewed yearly as a staff on a rotating schedule. The administrator brings forth opportunities to grow as a staff and as a teacher one of them being distributing "Master Teacher" pamphlets. The school Principal and teachers attend the Lutheran Conference held annually in Mankato, MN. Occasionally some or all of the teachers attend other seminars of interest. For each calendar year, \$500 is allocated specifically for teacher

continuing education. The money is available on a first-come/ first-serve basis, although additional money can be approved provided a convincing argument is made to the Board of Education.

As mentioned above the Principal is involved in the congregation through weekly distribution of the Holy Sacraments of the Altar as well as periodic announcements following weekly church services concerning the school. He is involved in church meetings and is the church council secretary. The Principal leads weekly services at the local “Senior Living Center.”

The curriculum is reviewed yearly as a staff on a rotating schedule. The administrator brings forth opportunities to grow as a staff and as a teacher one of them being distributing “Master Teacher” pamphlets. The administrator is always looking for ways to communicate to the public community the opportunities we have at our school, one of the ways he does this is through handing out brochures and other religious items at the three area parades.

The school Principal is always looking for opportunities for the staff to grow.

Summary and Response Actions

Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

A. Are the Required Indicators of Success met for Standard 3B? (YES / NO)

Yes

B. Based on evidence, what are the strengths of the school related to Standard 3B?

Mr. Miller is dedicated to St. Paul’s Lutheran School and works tirelessly to accomplish his principal duties and responsibilities as an educator. He is in the classroom and knows all of our students and interacts with them.

C. Based on evidence, what are the challenges of the school related to Standard 3B? All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.

3B:02 Administrator not holding a valid MN teaching license. He has a Master’s, a BA in education, and years of teaching experience. It is difficult to ask someone who is close to retiring to go back to school to get a new license.

3B:03 Mr. Miller does not have enough time allotted to him each week to do his principal duties. He teaches full time and has 3 hours given to him during the week while Pastor Chase teaches confirmation. If Pastor Chase is sick, an emergency call, or something else comes up, then Mr. Miller loses his time to work as principal.

- D. What is the school's average rating for all General Indicators of Success for Standard 3B, rounded to the nearest tenth?

STANDARD	RATING
3B:02	3
3B:03	2
3B:04	3
3B:05	3
3B:06	3
Total:	14
Average: (Total ÷ 5)	2.8

- E. What is the school's overall rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth?

Section Totals (NOT Averages)	
STANDARD	RATING
3A	15
3B	14
Total:	29
Average: (Total ÷ 10)	2.9

STANDARD 4: PROFESSIONAL PERSONNEL

A qualified and competent staff serves the school.

Overview

Maintaining a qualified and competent staff is an essential quality related to an accredited Lutheran school. The performance of the instructional, administrative and auxiliary personnel, functioning as a unit, should reflect the stated philosophy and objectives of the school.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Faculty handbook
- Job descriptions for all non-administrative school positions
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency
- List of teachers' professional organization memberships
- Policy and procedures for preparing volunteers
- Policies related to support staff
- Current salary and benefit scale
- Qualification and training of school volunteers
- New teacher induction guidelines
- Survey results

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Peer-to-peer observations
- Teacher visits and observations in other schools
- Participation in accreditation work
- Effective vetting, preparation and support for new teachers
- Teacher home visits

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. State the educational requirements and/or credentials for professional personnel.

All professional personnel are expected to have a valid Minnesota teaching license. It would be appropriate to be a graduate from an LCMS Concordia or have received your colloquy from a Concordia. They should also be an active, rostered teacher.

2. What is the current student-teacher ratio?

Preschool ratio is 7:1

Grade 3-4 ratio is 15:1

Kindergarten ratios is 7:1

Grade 5-6 ratio is 12:1

Grade 1-2 ratio is 11:1

Grade 7-8 ratio is 5:1

Overall ratio is 10:1

3. Describe the staff development process in place to help teachers learn and grow professionally.

The staff is able to go to the MN Lutheran Educators Conference when offered. The option to attend the LEA convocation every 3 years is also discussed as a staff. As workshop brochures reach the office, they are passed out to the appropriate personnel. There is budget money for continuing education and teachers are encouraged to attend (see the faculty handbook "services provided"). We currently meet after school twice a month going through Master Teacher folders.

4. Describe the content and frequency of staff meetings and evaluate their effectiveness.

The staff meets every morning for devotions. The purpose is to remind the staff of any last minute items. We meet the school day following the last day of the quarter with topics depending on the time of year. Twice a month the staff meets to go over Master Teacher folders. There are typically two staff meetings before the school year starts and one staff meeting after the school year.

5. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.

We have daily devotions to start each day in a positive way. The teachers are regular in their church attendance and freely talk about it. VBS, choir, various board positions, and helping with youth are just a few areas the teachers use to show their love for Jesus. We work to share the Good News with the local community and communities far away through mission work.

6. Describe the entire induction process, including background checks for staff members.

Once the interview process is completed, the potential teacher will have a background check. On Christian Education Sunday in September, they are installed.

- 7. Describe the ways teachers and staff members are equipped in current instructional technology.**
Teachers attend computer seminars at LEC. All teachers have a laptop purchased for them by the Board of Education and attended a workshop on how to use them. Gradelink is an important feature at school along with IXL and AR. Staff and students have access to Google Suites for classrooms. A teacher has also attended the Tec21 classes.

- 8. How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church -Missouri Synod?**
They would be informed at their interview with the Board of Ed and Pastor.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School's staff development plan

[Staff Development Plan](#)

Non-discriminatory salary and benefit scale or policy

[Salary and Benefit Scale](#)

Concordia Plan Services > Compensation Decision Support Tool [Website](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

4:01* All school personnel express and demonstrate agreement with the stated school purpose.

YES

NO

Identify and list supporting Evidence or Practices:

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

Comments:

All staff members are active members of their congregations. All teachers demonstrate their faith in many different areas of school and community.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

4:02: Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.

Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or have completed or are actively enrolled in the Colloquy or Seminar Program through the Concordia University Education Network (CUEnet).

Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.

Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

([Teacher survey](#), [Faculty Handbook](#), Individual Professional Personnel Files)

[Teacher Self Study](#)

Comments:

1. All teachers are active in their respective churches.
2. All the teachers have a personnel file which is kept in the church/school office.
3. The majority of the faculty are rostered, however, several are not eligible or enrolled in a CuNenet program.
4. The principal does not have a MN teaching license.

4:03: Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.

Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.

Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.

LCMS Rostered teachers are provided opportunities to attend LCMS events.

Teachers hold membership in professional organizations.

The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Faculty Handbook](#)

[Classroom Teacher job description](#)

[Master Teacher pamphlet](#)

[Kerrie Bennett CUE's](#)

[Cindy Fitzner's CUE's](#)

Comments:

1. The teachers have not had classroom observations in several years.
2. Teachers have many opportunities for professional development. Including Lutheran Educators Conferences, webinars and workshop opportunities.
3. The high cost of membership in professional organizations prevents teachers from participating.
4. Improved technology is evident in each classroom with student laptops and projector system.

4:04: Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.

Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.

Policies related to teachers and support staff are established and practiced.

The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.

The number of staff members is adequate to provide effective instruction and supervision for students at all school activities.

The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>							
<input type="checkbox"/>	Highly Functional (4)	<input checked="" type="checkbox"/>	Operational (3)	<input type="checkbox"/>	Emerging (2)	<input type="checkbox"/>	Not Evident (1)

Identify and list supporting Evidence or Practices:

(Staff [Handbook](#), [MN South District salary & benefit scale](#))

Concordia Plan Services > Compensation Decision Support Tool [Website](#)

[Mentoring](#) from Kindergarten Teacher to Preschool Teacher

Comments:

1. Majority of the new staff are given support with informal not assigned mentors.
2. As stated earlier teachers attend conferences, seminars, workshops, etc. to improve their knowledge and skill areas. Staff participate in morning devotions and bible study, personal devotions and devotions with classroom students.
3. Policies exist but are not always in writing. Some policies need to be updated, written down and dated upon completion.

4:05: Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.

Appropriate policies related to support staff are established and practiced.

Adequate training for support staff is provided.

Appropriate policies and training for volunteers are in place.

Staff members understand and relate appropriately with students and their families.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Copy of Saintinel](#)

[Gradelink](#) website - We send our emails to parents from this website.

[Parent/Teacher Conference Form](#)

[Hot Lunch Information](#) License is on p.10

Comments:

1. Support staff is included in any necessary training. All staff members are aware of rules and regulations for the school. School families know who the support staff are and relate appropriately to them.
2. Currently there are no written policies or training for volunteers. Discussion should take place regarding the establishment of policies (i.e. appropriate documentation for volunteer drivers.) We have coaches that have their CPR and First Aid certifications.

3. Staff members communicate with students and families through Saintinel, Gradelink, Friday folders, parent/teacher conferences, etc.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 4? (YES / NO)

Yes. There are many overall strengths.

B. Based on evidence, what are the strengths of the school related to Standard 4?

A strength of our school is the great teachers we have. We have teachers who love teaching at St. Paul's Lutheran School. The teachers care about their students and families and they willingly share the love of Christ.

C. Based on evidence, what are the challenges of the school related to Standard 4? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

- Not all teachers are licensed in MN or rostered.
- There is a lack of recent classroom evaluations.
- Policies need to be updated and reviewed annually.

D. What is the school's average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth?

STANDARD	RATING
4:02	2
4:03	2
4:04	3
4:05	3
Total:	10
Average: (Total ÷ 4)	2.5

STANDARD 5: TEACHING AND LEARNING

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overview

Learning expectations for schools are profoundly different today than even a decade ago. Schools must be institutions of creativity, imagination and innovation. Key to success is the investment of time, thought, energy and resources toward desired educational outcomes.

Student learning requires the integration of a well-developed curriculum and instructional design supported by intentional and ongoing assessment. When teaching, learning and assessment are correctly aligned and students are engaged, learning results. In this way, Lutheran schools accomplish one of their primary objectives.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge
- Interdisciplinary projects
- Authentic assessments
- Agenda items addressing strategies
- Report cards

- Curriculum writing process
- Lesson plans aligned to curriculum
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students
- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of teachers using technology as an instructional resource
- Examples of student use of technology as a learning tool
- Peer or mentoring opportunities and interactions
- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

- 1. Indicate resources used in the construction of the curriculum (e.g. state mandates, Common Core curriculum, local public school curriculum, "Integrating the Faith," standardized test objectives and results analysis, etc.).**

The teachers use a variety of resources in constructing their curriculum. Some of the most common are the previous school curriculum, state standards, Integrating the Faith and their personal preferences. They also implement ideas they gather from teacher workshops, conferences, and internet investigating.

- 2. Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.**

Over the past years, the Science curriculum has been updated and ties in better to what is expected at MLHS. We have updated the Reading curriculum in Grades Three and Four and will be working on Grades One and Two for next school year. Our Social Studies and Health program has been modernized for better topical discussions on the various teaching subjects. We will be looking to implement the new Concordia Religion Series for next year.

- 3. Describe the predominant teaching methods most often used by teachers in the classrooms.**

Presentation, small group and inquiry are the teaching methods used the most often.

- 4. Describe how teachers communicate and collaborate to ensure continuity and student success.**

The teachers meet every morning for morning devotions and meetings to briefly discuss the schedule for the day/week. We are now meeting twice a month for formal staff meetings and will hold an impromptu meeting as needed.

- 5. How does the school accommodate students with unique differences and learning potential?**

We have a special resource person through the Lutheran Special Education Ministry for those who need extra help in various subject areas. We also work through Truman Public School special Education services. We also try to talk through any "special cases" at morning staff devotions as the needs arise.

- 6. Describe the process of recording and reporting learner progress to parents and/or caregivers.**

Teachers record grades on Gradelink, send out weekly progress reports, have Parent/Teacher Conferences at the end of the first and third quarters, communicate with parents as the needs arise, and are available to parents in person when needed.

- 7. Describe the 21st century methodology in place at the school and elaborate on how it impacts student learning (e.g. global awareness, financial and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, etc.).**

We introduce the students into finances, environmental education, agriculture and global issues by the use of the internet and national publications.

- 8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.**

Videos, overheads, puzzles, toys, math manipulatives, items shown on our classroom projectors, rhythm and musical instruments, games, physical education equipment, globes, maps, science equipment, art pictures, and computer activities are all instructional materials used regularly by the teachers and students.

- 9. How are students provided with access to resource materials that enhance learning?**

The students have access to a computer lab, once-a-week computer classes, and all students have a laptop provided for them to use at school. They are using a number of programs like IXL, SRA, and AR to enhance their math and reading. Our kindergarten class uses the HASP program to improve learning.

- 10. How do teachers use instructional materials to communicate the Christian faith?**

We use a lot of A Beka books which make communicating the faith very easy to do because A Beka is a Christian organization.

Christian videos and tapes are used to reinforce or teach Bible stories and songs. A number of classrooms watch the Kenrich Brothers movies for their outstanding show of faith. These resources are also used to strengthen and encourage each student's values, faith, and commitment to God and service to others. Christian singer Jennie Williamson has become an important part of our routine as she does a yearly concert with the area Lutheran and Catholic schools, so her music is being played in classrooms.

- 11. Describe how the school provides for access to the Internet.**

All students have their own laptop provided to them by the school. All the laptops have a "watchdog" program to limit access to inappropriate sites. All classrooms have access to educational games and testing sites.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Written curriculum is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

[Curriculum](#)

A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.

Classroom Schedules ([Preschool](#), [Kindergarten](#), [1st/2nd Grade](#), [3rd/4th Grade](#), [5th/6th Grade](#), and [7th/8th Grade](#))

A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.

Classroom Percentages:

[Kindergarten](#), [1st and 2nd grade](#), [3rd and 4th grade](#), [5th and 6th grade](#), [7th and 8th grade](#)

Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent Standardized Results for the School 1st - 8th](#)

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

5:01* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.

YES

NO

Identify and list supporting Evidence or Practices:

Classroom Schedules ([Preschool](#), [Kindergarten](#), [1st/2nd Grade](#), [3rd/4th Grade](#), [5th/6th Grade](#),
and [7th/8th Grade](#))

[Chapel Schedule](#)

[Curriculum](#)

[Preschool Assessment](#)

[Standardized Results for the School 1st - 8th](#)

Comments:

The Christian faith is recognized as the major purpose of the school daily through religion classes, confirmation classes, all subject matter, and weekly Chapel. This is reflected in the classroom schedules and Chapel schedule. Our curriculum is faith based and with our moving to Classical Education, we strive to keep God the center of all of it. The majority of our school's curriculum is faith based.

5:02* The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)

YES

NO

Identify and list supporting Evidence or Practices:

[Curriculum](#)

Comments:

Our curriculum is developmentally appropriate for each grade level and subject area. Our curriculum comes from A Beka, Concordia Publish House, Pearson, McGraw Hill, Saxon, Zaner-Bloser, and MacMillian.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

5:03: The school community builds and maintains a vision, direction and focus for student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

The school prepares students for the next level of education and life.

The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.

The school quantifies, tracks and publicly celebrates student success.

School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

<i>Place an "X" in the Rating Box that Reflects the Actual Condition of the School</i>							
<input checked="" type="checkbox"/>	Highly Functional (4)	<input type="checkbox"/>	Operational (3)	<input type="checkbox"/>	Emerging (2)	<input type="checkbox"/>	Not Evident (1)

Identify and list supporting Evidence or Practices:

[Curriculum](#) - especially what students will have learned at the completion of 8th grade.

[General Learning Outcomes](#) p. 4

[Pictures of Honor Roll and Merit Roll](#) 5th-8th grade

[Pictures of Perfect Attendance](#) Kindergarten -4th

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

Comments:

The school recognizes those students who achieve honor roll and merit roll. Our school curriculum is in line with the area Lutheran High School for easy transition upon 8th grade graduation and entering high school. Students' pictures are taken and sent to the local papers for honor roll, merit roll, and perfect attendance for school, church, and/or Sunday School.

5:04: The school’s Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The curriculum is aligned with delineated standards.

The curriculum is documented, assessed, monitored and challenges all students.

The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.

The curriculum is aligned with LCMS teachings.

The curriculum ensures that students can pursue their God-given talents and passions.

The curriculum is used as an opportunity to proclaim the Gospel.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Curriculum](#)

[IXL](#)

[Mrs. Watt’s Schedule for students](#)

Comments:

Our school’s curriculum meets the standards set by the state. The curriculum states what standards they meet. In the areas of Math and Reading, students are tested and placed at the grade levels where they will achieve the most success.

Students who excel in an area are challenged and working together with the parents and MLHS have been allowed to take advanced classes at MLHS.

Mrs. Watt is employed by our school for three half days a week to pull students out and work with them in specific areas and teachers challenge the gifted students. The IXL Math program is in place for all students to improve on their skills and concepts.

5:05: Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens.

Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.

Evidence of active student engagement exists in every classroom.

Service learning is a component of the school’s required program.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Each student 1st-8th has their own Macbook laptop.

Survey Results [Children 1-3](#), [Children 4-8](#), [Teacher](#), [Parent](#)

[Mrs. Watt’s Schedule for students](#)

[Pictures of Kids using Technology](#)

[Field Trip Rotations](#)

We rotate field trips each year for hands-on learning.

Comments:

Field trips, hands-on learning, media, cooperative learning groups and technology are all instructional strategies used to engage students.

5:06: Teachers intentionally communicate and collaborate to improve instruction and student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.

Teachers pursue opportunities to interact with colleagues seeking ways to improve.

Teachers work together to share responsibility for student learning.

Teachers regularly share content, resources, instructional techniques and management skills.

School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

<i>Place an "X" in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Devotion Schedule](#)

[Master Teacher Pamphlets](#)

[Tec21 Certificate](#)

[Kerrie Bennett CUE's](#)

[Cindy Fitzner's CUE's](#)

Comments:

Communication and discussion takes place daily at our morning devotions/meetings. The faculty reads and discusses a specific professional publication yearly to grow in our professional development.

5:07: Technology enhances and enriches the students' learning environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.

Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.

Clear and intentional planning and protocols for technology are in place.

Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.

Student technology skills are sharpened and advanced through the integration of technology into the learning process.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[IXL](#)

[AR](#)

[getepic.com](#)

[Prodigy.com](#)

[Typing.com](#)

[Technology Class Description](#)

[Tec21 Certificate](#)

Comments:

Students use technology by attending computer classes, working on IXL and AR, reading on getepic.com, playing math games on Prodigy.com, when they look up information for research reports, and they use technology when working on their Science Fair projects.

5:08: Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

X

The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.

X

Multiple forms of student assessment drive instructional strategies.

X

Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.

X

A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

 X

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[AR](#) - STAR test

[Gradelink](#)

Comments:

Teachers use the ITBS results, Gradelink, progress reports and STAR test to regularly monitor the progress of each student. Adjustments in the students' education needs are made accordingly.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 5? (YES / NO)

Yes

B. Based on evidence, what are the strengths of the school related to Standard 5?

The variety of teaching methods used, the strength of our parent-teacher relationships, our technology program and the quality of our field trips are all strengths in the instructional program.

C. Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Some classrooms are in need of updating their curriculum. The school is addressing that for the next school year.

D. What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?

STANDARD	RATING
5:03	4
5:04	3
5:05	3
5:06	3
5:07	3
5:08	3
Total:	19
Average: (Total ÷ 6)	3.1

STANDARD 6: STUDENT SERVICES

Student services and activities are offered to meet the needs and foster the growth of each student in a safe and healthy environment.

Overview

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this Standard are required by state or federal mandate. The school may choose to provide others to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in its community.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Policies related to student admissions
- Admissions counselor position
- Policies related to student matriculation
- Policy for preparing volunteers
- Athletic handbook
- Samples of student cumulative records
- List of counselors referred by the school
- Evidence of background checks for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition

currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Student admission process
- Procedures for administering medication
- Policies or procedures related to student matriculation
- Teachers or supervisory personnel's active involvement in recess supervision
- Annual training for coaches and school volunteers
- Daily cleaning and sanitizing schedules for areas where food is served or consumed
- Safety precautions when working with special materials, tools and equipment

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the school's admission procedures for students.

Students are selected through an interview with the principal during which the family learns about the school and its mission and the principal learns about the family and their goals with the student's needs.

2. Describe the counseling services available to students and their parents.

Counseling services are provided through the public school system as needed. Our Pastor is available for personal/spiritual counseling.

3. What orientation strategies are used to ensure a satisfactory bridge between home and school at the entrance of each new student?

Initial contact is made by the principal prior to the start of the year. The child's teacher meets with the student and family prior to the start of the year. Parents are encouraged to call and visit anytime during the year. Progress is reported two times a year in scheduled parent-teacher conferences. Email address and phone numbers of the teachers are provided to the parents.

4. What strategies are in place to ensure a satisfactory transition to the next level of education for students?

Periodic grading and documentation of student's progress takes place to ensure students are ready for the next level. Students must complete the program of study devised for that individual and be recommended for promotion to the next level. Parents are notified if there is a chance for no promotion. Copies of records are passed to the next school of choice.

5. List and describe all extracurricular activities sponsored by the school.

Boys: Soccer, basketball, track and field, and softball.

Girls: Soccer, volleyball, basketball, track and field, and softball.

All students: Spelling Bee, Fine Arts Festival, band, handbells, piano lessons, choir, and school programs.

Soccer, volleyball, basketball, track and field, and softball are all sports that students can participate in if they so choose.

The Spelling Bee is organized by our school. We invite area Lutheran and Christian schools to participate in our bee. We have a written portion and a spelling out loud portion. Schools send their top spellers for grades 1-2, 3-4, 5-6, and 7-8. Awards are given to the top spellers and the top schools.

6. Describe ways students demonstrate their faith through student activities.

Students demonstrate their faith by treating each other with respect, kindness, gentleness, and good sportsmanship in all school activities. We have chapel families that work together in groups when it is an all school event.

7. How are staff and volunteers prepared for supervising students during activities?

Teachers and/or volunteers supervise all activities and meet with the principal before they begin supervising. There is a list of playground rules to follow that is posted in our teachers' classrooms.

8. Describe any school-sponsored before or after school care programs.

Our school no longer has a daycare. Students that need to stay before or after school for a certain amount of time are worked out with the child's teacher. The teacher will then make arrangements with another teacher if they are not able to stay.

9. Describe any child care services that are part of, or affiliated with, the school.

We do not have child care services at this time.

10. Describe the procedures for selecting, training and equipping child care personnel.

We do not have child care services at this time.

11. Describe and list the dates and times of emergency drills conducted in the past year.

Fire Drills: September 8, 2022 @ 9:30 am; October 12, 2022 @9:00 am; November 17, 2022 @ 10:00 am; March 17th, 2023 @ 10:00 am, and May 15th time to be determined

Fire drills consist of students and staff quietly going out of the school building with the route their classroom is supposed to follow so we all get out in an orderly fashion. Students and staff will be given the all clear to go back to their classrooms or to head to the nursing home in Truman if the building is not safe.

Tornado Drills: September 15, 2022 @ 9:00 am; January 13, 2023 @ 9:00 am.

Tornado drills consist of students and staff getting out of the classrooms and heading into the hallways. There they turn towards the wall, crouch down, and place their hands over the back of their heads by the neck area. Once the siren has gone off and teachers have given the all clear, students will listen to the teachers to find out where they go from there.

Intruder Drills: September 22, 2022 @ 10:20 am; December 12, 2022 @ 9:30 am; February 14, 2022 @ 9:00 am, April 19th time to be determined.

Intruder drills consist of students and staff members locking themselves into classrooms. Students will block the door with desks and chairs. They will hide with heavy objects to throw at the intruder if he/she gets into the classroom. Students will need to stay put in the classroom until the teacher or person in authority has given the all clear or instructions of what to do next.

12. What are the procedures for crisis intervention and addressing medical emergencies?

If there is a crisis intervention, the teacher contacts the principal and/or the superintendent immediately. Depending on the crisis, parents will be notified to either come and pick up their child or to make the situation known to them. If there is a medical emergency, the teacher in charge at the time will either make the decision and/or include the child's teacher in the decision making process. The child's parent will be called immediately if the situation requires immediate action. Of course if the medical emergency needs medical help from 911, teachers will contact them first before contacting the parent. The parent would be the next immediate contact after 911 or another teacher will call the parent.

13. How are teachers trained to ensure the safety and protection of students?

Teachers go through CPR and First Aid training every two years. We also have ALICE training.

14. How are student health records maintained and used?

The school secretary gathers health records at the beginning of the school year and makes them available to the nurse at Truman Public School who supervises and maintains the health records.

15. Describe the food services provided.

A complete lunch includes one entree, two different fruits and or/vegetables, grain, and choice of milk. Under "offer versus serve" students must take at least three of these components for an USDA meal. Students can only purchase one USDA meal per day. Additional entrees can be purchased for \$ 1.00.

In accordance with federal civil law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discrimination based on race, color, national origin, sex, disability, age or reprisal or retaliation for pri activity in any program or activity conducted or funded by USDA.

Included with every meal is an 8 oz. carton of milk - skim or chocolate. Lactose reduced milk is available to any student who is lactose intolerant. A written report is needed from the parent.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Enrollment / admission policy

Crisis emergency plan

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

6:01* Services offered by the school meet or exceed federal, state and local requirements.

YES

NO

Identify and list supporting Evidence or Practices:

[Enrollment/admission policy](#) page 2 and page 8

[More Admission Policies From the Board of Education](#) page 8

[Crisis Emergency Plan](#)

[Hot Lunch Menu](#)

[Wellness Guide](#) More Hot Lunch information

[Handbook/Hot Lunch Program](#) page 9 and page 10

Comments:

We have a non-discrimination policy in the Parent/Student Handbook. Admission criteria is in the Board of Education Policy Manual.

St. Paul's has arrangements for services to be met for the federal, state, and local requirements. This includes medical and social services.

Our school lunch program also meets all the requirements.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

6:02: Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Student applicants are admitted per established written admission criteria.

Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.

The school administers and practices written procedures for addressing students’ emotional, social and psychological needs.

Procedures are established for evaluating students for promotion and/or graduation.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Enrollment/admission policy](#) page 2 and page 8

[More Admission Policies From the Board of Education](#) page 8

[Cumulative Student File](#)

[Promotion/Graduation Requirements](#) page 4 General Learning Outcomes

[Student Help/Handling Misbehavior](#) page 12 Supplemental Education Services and page 14 and 15 Discipline Policies

[School Board Policy on Student Misbehavior](#) page 12

Comments:

We have a non-discrimination policy in the Parent/Student Handbook. Admission criteria is in the Board of Education Policy Manual.

Records are kept by the principal, and shared as appropriate.

St. Paul’s has arrangements for these services to be provided by Truman Public School. Our school, along with Martin Luther High School and St. Paul’s Lutheran School in Fairmont, has hired Theresa Watt as our school Resource Teacher.

When students exhibit emotional, psychological, and/or social needs, the teacher will first ask Mrs. Watt to come and observe the child to make sure we are correct in our observations. The teacher will then talk with the child and make the principal and Pastor aware of the situation. The teacher will then talk with the parents along with the principal and the Pastor to figure out how to help the child. The child either works with Mrs.

Watt, talks with the Pastor, and/or will be referred to a psychologist or professional that would be able to help.

Evaluations are completed by our teachers. If there is a chance of no promotion, consultation with parents takes place.

Procedures for handling misbehavior are stated fully in the Parent/Student Handbook and Board of Parish Education Policy Manual.

6:03: Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.

Extracurricular activities are carefully supervised by trained personnel.

Those who supervise extracurricular activities accept the purpose of the school.

Background checks are completed and on file for those who supervise extracurricular activities.

<i>Place an "X" in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Extracurricular Activities](#) Page 11 under Music (Phil Schult is the Music director from Martin Luther High School who provides our band lessons for students)

[Background Check Form](#)

[Background Check](#)

Comments:

Sports are offered along with the spelling bee, plays, piano lessons, and band. Community based continuing education classes are also available.

For activities we have personnel and teachers supervising.

Background checks are completed and on file for those who supervise extracurricular activities. Most of the sporting activities are volunteers that coach our students.

Band lessons are provided by Phil Schult from Martin Luther High School. He is the music teacher there.

6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.

First-aid supplies are available and readily accessible to authorized personnel.

Requirements for safety are conducted and recorded (e.g., fire, tornado, intruder and other drills).

Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication.

Background checks are conducted for all who have contact with students on a regular basis.

Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.

The school ensures the safety and security of its students when online.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

[First Aid List](#)

[Fire, Tornado, and Intruder Drill Schedule](#)

[Mandated Reporter Training](#)

[Medication Form](#)

[Background Check](#)

[Immunization Records](#)

[Immunization Form Sent Home to Parents](#)

[CPR and First Aid Proof that both were taught](#)

Parent/Teacher [Handbook](#) p.11

Comments:

Immunizations are documented and kept on file in the secretary's office. Truman Public School provides St. Paul's, Truman with vision and hearing screenings once a year.

Teachers keep bandaids in their classrooms and all first aid supplies are centrally located in the teacher's work room above the microwave.

We follow a list of fire, tornado, and intruder drills.

Teachers are trained in CPR and first aid training. A medicine distribution form is given to parents to have them fill out and/or a doctor to fill out. Medication is kept by the teacher in a secure location in their room.

Teachers watch the blood-borne pathogens movie.

The secretary runs background checks on those who work with the students and keeps the documentation in her office in a secure location.

The teachers have the number for Child Protective Services and have taken a class online in Child Abuse training.

Internet traffic is filtered by a DNS server to prevent students from accessing inappropriate content.

6:05: School food services meet or exceed national and state guidelines.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Care is taken to ensure cleanliness where meals or snacks are consumed.

Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

[Hot Lunch Schedule From the Cook](#)

[Monthly Hot Lunch Schedule](#)

[Hot Lunch Prices](#)

[Pictures of Hot Lunch Service](#)

[Hot Lunch Program](#) (Temperatures, license, and inspection)

Comments:

The school cook sanitizes all cookware, serving utensils, tables, and eatery for the students and teachers. State standards are taken seriously and surprise visits from the state.

Our school cook is trained by the state to create and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any General Indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 6? (YES / NO)

Yes

B. Based on evidence, what are the strengths of the school related to Standard 6?

Providing the students with the resources they need to succeed academically. One of the resources brought in is the addition of Terri Watt as our Special Education Teacher.

C. Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

We need to be more diligent when we conduct our safety drills. If they are missed due to a snow day or a conflict, we need to reschedule them.

D. What is the school's average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?

STANDARD	RATING
6:02	3
6:03	3
6:04	3
6:05	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 7: FACILITIES

Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

Overview

The Lutheran school's physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation. The school is both a place and instrument for learning. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
- Long-range plan for facility improvements, additions or expansion
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices
- Cleaning schedules and custodial duties
- School lockdown plan

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Buildings and grounds reflect the institution's commitment to maintaining a safe and productive learning environment for students
- Regular and routine inspections (e.g. fire marshal, health inspector, lunch room audit, emergency light log, facility walkthrough, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local mandates

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the property (building and grounds).

Buildings, grounds, and equipment provide a safe and healthy environment that serve to enhance student learning. Our Lutheran school's facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety, and sanitation. The school is both a place for learning and an instrument for learning. As a place for learning, the facilities should help the children grow spiritually, physically, mentally, socially, emotionally, and aesthetically. As an instrument used in the learning process, it should demonstrate principles of beauty, harmony, order, and unity; its decor should point people to the God they love and serve.

Our property and grounds are impressive. The school is a single story building with seven classrooms, a library, and restrooms. The entryway welcomes families with a staff picture and student pictures from the newspaper. On a typical school day, the enclosed walls will be dominated by student work on the walls. Bulletin boards with schedules and chapel information also adorn the walls. A school trophy case is located outside the staff workroom. Our classrooms house double grades, having energy efficient lights, and carpeted. New technology has been added in each classroom to enhance teaching.

Next to the classrooms is our gymnasium. New bleachers were purchased just before the last visit. A new roof replaced the old roof and a new ventilation fan was installed. This summer a new tile gym floor will be installed. Lighting for our refreshment stand was added.

Next to the gym is the church. For school it is used for Chapel services every Wednesday, Christmas Service, Jennie Williamson Concert, and graduation.

In the church basement is the lunch room with an approved hot lunch kitchen.

The school office is located with the church office off the chancel area of the church. Trees line the street that divided the campus from its playground and parking area.

2. Describe how general maintenance and repair of the physical facilities is ensured.

Church trustees do any major maintenance. The school janitor does the daily maintenance and cleaning.

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes.

The church and school make sure that proper inspections are done at the appropriate times. Documentation from the visits are filed in the church/school office.

4. Describe the maintenance and cleaning schedule of the facility.

Major maintenance is done in the summer, and if necessary over vacations. The custodian has a schedule of daily duties for the school and the church.

5. What is the relationship of the school administrator and faculty with the custodial staff?

The church trustees are responsible for the custodian; the administrator works with the custodian day-to-day with input from the faculty. As far as a relationship with the custodian, the faculty and custodian get along well with each other and work well together.

6. What part of the physical plant has been changed in the last three years?

A new ventilation fan was installed in the gymnasium. The hallway was repainted and the Daycare Room was completely cleaned out, painted and updated as our new Preschool classroom. Technology was updated in all the classrooms. The front doors of the school and the main gymnasium doors were made safer.

7. What long-range plans are in place for ground and site development?

The gym floor will be replaced this summer. Continuing to modernize the classrooms is in the plans for the future. New and updated playground equipment will be a new goal to work on.

8. How are students protected from outsiders before, during and after school?

The school doors are locked during the school days. New safety doors were installed. Intruder, fire, and tornado drills are practiced monthly. Teachers are in the hallways before and after school and most teachers are outside when the students leave. We have a lockdown plan and evacuation plan in place.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School floor plan

[School Floor Plan](#)

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

7:01* Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.

YES

NO

Identify and list supporting Evidence or Practices:

[School Floor Plan](#)

Comments:

Janitorial supplies are put out of the reach of children. Most classrooms have enough room so that the students sit apart from each other.

7:02* Facilities fully conform to all applicable laws, including health, safety and building codes.

YES

NO

Identify and list supporting Evidence or Practices:

The Board of Trustees works to keep things fixed in our school.

[Doors](#)

[Security Cameras](#)

[AED](#) Found between the school gym and stairwell in church.

[Fire extinguishers](#)

Comments:

Fire extinguishers are checked yearly. Work is done decently and in proper order. We have an AED for church and school use.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each General Indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

7:03: Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.

All teaching/learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.

During the pandemic, the classrooms were each installed with an air ventilator. Lighting was new just before our last visit, and our classrooms support the number of students each room has.

The buildings are cleaned daily and the restrooms are sanitary.

Classrooms are cleaned daily and the bathrooms are sanitized every morning.

School furniture is sufficient in quantity and age appropriate.

Classroom furniture is grade appropriate and there is ample furniture for classroom use.

The school administrator(s) participates in the supervision of those who maintain the physical facilities.

The Board of trustees are responsible for the custodian.

Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.

We have more than enough space in the school for offices. The principal’s office is very people friendly.

There is not an official “health room”, but needed supplies are stored in one spot and there is a “first aid closet” for the records. There is more than enough space for games and physical education. The gym has a schedule for all school groups to have an opportunity to use it. The field across the street is large for soccer, softball, and other outside activities.

The school facility supports and provides for the integration of technology and learning.

All students have modern laptops. All classrooms have projectors for projecting information on the white boards. Classrooms have access to the internet for projects.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

With the help of the Board of Trustees, the school building remains in the proper condition for the school day to happen.

Comments:

New desks and chairs are added as need be.

The school is completely cleaned every summer. A dumpster is provided to get rid of unnecessary items.

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

X

The Christian flag flies alongside the American flag at the same entrance.
The Lutheran Cross flag hangs outside along with the American Flag.

X

Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.

X

A cross is hung in a prominent place.

X

An outdoor sign is a witness to the community. There are crosses in every classroom and hallway. Religious pictures adorn the walls in the cafeteria.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School



Highly Functional (4)



Operational (3)



Emerging (2)



Not Evident (1)

Identify and list supporting Evidence or Practices:

[Pictures](#) of [Posters](#)

Comments:

Classrooms have many Christian posters in them.

Each classroom has a visible cross located in them.

Crosses and Christian posters are visible in classrooms and hallways.

Prayer at the Flagpole is an advertised event.

We have a lighted cross in the front of the school.

7:05: The building and grounds provide a safe school environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school. Policies and procedures are in place to maintain a safe school environment.

The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours.

Our playground is fenced in along the “busy” streets. There is no fence around the athletic field, but students are only allowed there during recess or physical education classes when teachers are present.

The school limits access to the facility, has locked entrances and is secure during normal school hours. The school is locked from 8:30 a.m. until 2:55 p.m. when the buses arrive.

Crossing guards, lanes and school speed zones are provided where needed.

In Truman they are not needed. Barricades go up during school to block the road from drive-through traffic.

A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.

There is no before school supervision for morning dropping off of children. Teachers are visible in the hallways and classroom doors. On most days all teachers are outside during after school pick-up. There is an assigned teacher for each day for pick-up duty. On many days all of the teachers are outside at the end of the day.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Playground](#)

Barricades that go up when students are outside

Comments:

We are blessed with a large playground. On the school side of the street is where the playground equipment is and across the street is a large grass field.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 7? (YES / NO)

(YES)

B. Based on evidence, what are the strengths of the school related to Standard 7?

Our strength would be our campus. We have a beautiful campus for a small-town Lutheran school. We have procedures in place for a safe campus.

C. Based on evidence, what are the challenges of the school related to Standard 7? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

We need to get our gym floor replaced. That is a summer project. We need a new school/church sign to properly advertise our school. We need to upgrade our playground equipment.

D. What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?

STANDARD	RATING
7:03	3
7:04	4
7:05	3
Total:	10
Average: (Total ÷ 3)	3.3

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices*.

Practices associated with General Indicators of Success that are rated as “highly functional” (4) by the school have the potential for identification as a *Powerful Practice* when the practice is transformational and replicable.

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school’s *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

Identify any potential Powerful Practices in the space below:

PRELIMINARY SCHOOL ACTION PLAN

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

NLSA Preliminary School Action Plan												
School Name: St. Paul’s Lutheran School												
School Address: 110 E 4th St. N Truman, MN 56088												
LCMS District: Minnesota South												
Administrator: Marty Miller												
Date of Most Recent NLSA Validation Team Visit: 2015												
Accreditation Year		Preliminary		Year 1		Year 2		Year 3		Year 4		Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
1.06	Formal New Teacher Orientation				2024	Marty						
3A.06	Board needing professional development				2024	Board of Education						
3B.03	Time allotment for Mr. Miller				2025	Board of Education						
4:02	Principal does not hold a current Minnesota Teaching Licence				2025	Marty						
4.03	Classroom Evaluations				2025	Marty						
7.05	New Gym Floor				2023	B of E and Trustees						
7.05	Upgrade the school playground equipment				2025	Board of Education						

SCHOOL ACTION PLAN

NOTE: DO NOT Complete Prior to Validation Team Visit

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school’s Self-Study and updated with the input from the Validation Team. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

The completed School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA School Action Plan												
School Name: St. Paul’s Lutheran School												
School Address: 114 E 4th St. N Truman, MN 56088												
LCMS District: Minnesota South LCMS												
Administrator: Marty Miller												
Date of Most Recent NLSA Validation Team Visit:												
Accreditation Year	□	Initial	□	Year 1	□	Year 2	□	Year 3	□	Year 4	□	Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
Section 7.05	Modernize our playground and make it safe				May 1, 2025	Board of Ed						
Standard 6	Update Parent/Teacher Handbook				August, 2023	Mr. Miller Mrs. Riewe						
Standard 4.04	Orientation Packet for new teachers				August 2023	Mr. Miller						
Standard 4.05	Utilize MINISTRY SAFE program				August 2023	Mr. Miller						
Standard 5.03	Facilitate conversations with curriculum gaps				August 2024	Staff						

[New NLSA Action Plan](#)

We had a wonderful accreditation visit. The people who were a part of the group were great to work with. Our Action Plan is divided into two sections. In our main

part of the Action Plan, we have identified five areas to work with: Playground Improvement, New Staff Packets, working with Ministry Safe, work on curriculum gaps, and coordinating handbooks. Those items are talked about in the document. Other items were identified and have already been implemented into our school life like the procedures for crossing the street and staying out of the street. I have joined LEA and continue to encourage teachers to join organizations. The new flags will be ordered and ready for the next school year and I will be in contact with the city for a portable stop sign for our intersection. Several of the items are the Board of Education's responsibility. Items like the principal evaluation, board training, requirements for the principal, and long-range planning are items the board will need to work on this summer. Long range planning will also be part of beginning of the year staff meetings. Many of the remaining items the teachers and I will work to involve at staff meetings.

My personal goal is to get the achievable action items done over the summer so we can work on the others throughout the upcoming year.